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ABSTRACT

The manual is designed as a reference on second language teaching and curriculum development for Peace Corps language trainers and language training coordinators. The first section, on language learning theory, introduces competency-based curriculum, describes the natural approach to language learning (the approach used throughout the manual), explains the "monitor model" of language learning, and describes various learning strategies, with examples of classroom activities suitable for each. Four language-learning skills and activities illustrating them are also presented. The section concludes with a discussion of language learning by the older adult, which offers some guidelines for successfully training this population. The second section summarizes some historical and contemporary language training methods, with sample lessons illustrating how parts of the methods can be incorporated into competency-based instruction. Section three explores the competency-based curriculum in some depth, including needs assessment, curriculum design, and individual lesson planning. This section also contains classroom management techniques and a discussion of competency-based evaluation and the American Council on the Teaching of Foreign Languages (ACTFL) oral interview. The manual concludes with a list of ways classroom activities can be organized, an index to charts and checklists included in the manual, a glossary, additional references, and publishers' addresses. (MSE)

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Language Training Reference Manual

Peace Corps of the United States of America
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Training Manual T0056
July 1989

LANGUAGE TRAINING REFERENCE MANUAL
JULY 1989

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I have made every effort to credit and acknowledge sources and to correctly summarize and interpret information in the field of foreign-language training. I sincerely hope it will be of use in years to come. However, all of the shortcomings of the manual are strictly my own.

Kristin Lems
National College of Education

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HOW TO USE THIS MANUAL

PURPOSE OF THE MANUAL

This manual is for Language Training Coordinators and Language Trainers. It is designed to be a handy reference manual covering all the important and current topics in the field of language training and will help you strengthen your language training program.

Some may want to study the entire manual in detail. Others may find this manual helpful for particular purposes and look at it only occasionally. Whichever the case may be, we suggest that you first read the sections in Part I on the competency-based curriculum and the natural approach to language acquisition so that terms used elsewhere in the manual will be clear to you.

The manual includes a number of features to make it easier to use, including a detailed table of contents, numerous charts and checklists, a glossary, and references for further reading.

OVERVIEW OF THE MANUAL

Part I of the manual, "Language-Learning Theory," begins with a brief introduction to the competency-based curriculum, which we believe to be the best way to organize your language training program. We also introduce some of the terms used to discuss a competency-based curriculum. This section is followed by a section on the natural approach to language acquisition and learning, which is the approach used throughout this manual.

Next is a presentation of a popular and respected learning model, the monitor model, which explains why some people become proficient in a new language and others don't. This model will help guide you in choosing activities that facilitate the natural approach to language acquisition. It will also help identify factors that prevent some people from learning foreign languages.

Then we describe various learning strategies and give examples of classroom activities that emphasize each strategy. We also describe four language-learning skills and present activities that illustrate them, separately and in combination. Part I concludes with a section on language learning for the older adult and some guidelines for successfully training older adults.

Part II summarizes some historical and contemporary language training methods, and sample lessons illustrate how parts of these methods can be incorporated into a competency-based program.

Part III explores the competency-based curriculum in depth, from needs assessment and curriculum design to the individual lesson plan. Next is a section devoted to classroom management techniques, both general and specific to foreign-language learning. Finally, we include a section on competency-based evaluation and the ACTFL (American Council on the Teaching of Foreign Languages) oral interview.

Part III is followed by a comprehensive list of ways classroom activities can be organized, a list of charts and checklists in the manual, and the glossary, additional references, and publishers' addresses.

SUGGESTED USES OF THE MANUAL

Language Training Coordinators will want to read this manual through from beginning to end, both to support their professional development and to facilitate communication with Peace Corps administrators. The manual will:

1. Give you an overview of language training goals, past and present;
2. Guide you in developing a competency-based curriculum or changing your program to reflect the natural approach; and
3. Serve as a ready reference when a Trainer needs specific assistance.

Language Trainers can look at topics in the manual in which they feel they need further assistance. The sections in Part I explaining the competency-based curriculum, natural approach, and monitor model are especially important, because their concepts are the foundation of this manual.

PART I

LANGUAGE-LEARNING THEORY

INTRODUCTION

Part I presents the basic principles and models that pertain to the learner, including communicative competence, the natural approach to language acquisition, the monitor model, and various learning strategies and styles.

Part I also provides numerous sample activities that illustrate applications of the concepts. These activities are integrated into the larger picture in Part III when we discuss lesson plans and curriculum planning.

There is a special section in Part I on how to work with older learners in your training program. We hope this section will prove useful to Trainers in dealing with this new challenge in Peace Corps Volunteer (PCV) training.

THE COMPETENCY-BASED CURRICULUM AND COMMUNICATIVE COMPETENCE

This manual is based on the belief that a competency-based curriculum will best meet the needs of your Trainees. We introduce the concept now so that you will understand references to it prior to Part III, where it is more fully explored.

A competency-based curriculum is related to the general goals of language instruction. When you studied English for the first time, what did you hope to be able to do? Perhaps you wanted to converse with English speakers, or correspond with a friend in an English-speaking country, or understand American movies or television shows. Perhaps you wanted to be able to read academic materials like this manual.

Whatever you wanted to do, you were probably eager to find ways to adapt your classroom study of English to your purposes. Some language learners may have gotten plenty of tools to communicate in English, while others may have learned structures and rules that they now consider a waste of time.

What makes a language-learning effort worthwhile? We believe that language learning should foster communicative competence. This idea grew out of the realization that grammatically, or linguistically, competent speakers of a foreign language were often incompetent in its cultural dimension. Too often, foreign-language teaching did not include features of appropriateness--in other words, using language in ways that fit the social and cultural context.

You can certainly understand this goal, not now as a language learner, but as a Trainer of Peace Corps Volunteers. You are the primary person who can help lead your Trainees to that important goal of communicative competence.

Here is a checklist of ways to strive toward communicative competence in your language training program. We mention these six features, and the general goal of communicative competence, frequently throughout the manual, as criteria by which to judge your language training activities. If an activity does not serve the goal of communicative competence, it doesn't belong in your program.

SUMMARY OF WAYS TO PROMOTE COMMUNICATIVE COMPETENCE

1. Create a relaxed atmosphere in the classroom
2. Encourage communication and do not stress correctness
3. Maximize peer interaction
4. Teach the language, not about the language
5. Use authentic language, not artificial classroom language
6. Be versatile and creative in your activities

A language-learning curriculum can be based on many different criteria, but the most common historically, by far, has been a grammar-based curriculum. Most foreign-language programs feature grammatical material as most important. Unfortunately, most students coming out of such programs have shown disappointingly low levels of language skill, and an equally disappointing lack of interest in further language study.

The vast majority of language-learning researchers today believe that grammar is not the most logical basis on which to organize an effective language-learning program. Now, several other kinds of curricula are available for foreign-language programs, including a competency-based curriculum. For Peace Corps programs, a competency-based curriculum may be the most effective.

Competency-based programs consider the goal of learning a foreign language to be the ability to communicate effectively in that language--in other words, to do the same kinds of things in the foreign language that we learn to do in our native language. This idea, of course, is perfectly suited to the language training environment in which you are working, because the Trainee, indeed, will need to perform a wide variety of language behaviors in her new environment.

Competencies are the repertoire of verbal and associated behavior that a person needs to perform the tasks of daily life. A competency is the successful performance of a set of behaviors. If a person needs a competency to do a certain function, say, buy a bus ticket, the objective is for the learner to actually buy the ticket.

Naturally, the first competencies to be mastered in your training program will be those that pertain to the Trainee's basic survival in the new environment, and these are the competencies on which we focus. However, competencies can be chosen and ordered according to several standards, as discussed in Part III.

The important thing to bear in mind is that you are teaching language for useful, daily functions, not as an end in itself. Therefore, you should keep the desired competencies of your Trainees foremost in your mind, so that the materials you present will expand your Trainees' vital ability to communicate during their stay abroad.

Throughout Part I, we include short sample activities to illustrate different learning strategies and skills. To further familiarize you with how to use competencies in your lesson plans, we have designed each activity around a competency similar to one you might want to use with your Trainees. They are all beginning-level, survival-skills-oriented activities, which introduce cultural elements when possible and do not require complex technology to present to your Trainees.

In Part III, we integrate some of these activities into larger lesson plans. All these activities are listed at the end of Parts I and II. You can get other ideas about how to plan activities for the classroom by looking at the taxonomy at the back of the manual.

THE NATURAL APPROACH TO LANGUAGE ACQUISITION

The approach to language learning we are using is called the natural approach to language acquisition and was developed during the 1970s and 1980s primarily by Dr. Stephen Krashen (University of Southern California) and his associates. There are full-length books explaining this approach, but we highlight a few major points to make the rest of this manual and its aims clearer.

How many times have you envied a child who seemed to effortlessly acquire a language you were struggling to learn? Since everyone becomes fluent in his native language without attending a day of school, why is it so much harder to learn a foreign language, especially for adults?

The natural approach attributes this difficulty to the way foreign languages are taught--the excruciating attention to detail, repetitive drills, and detachment from real verbal interactions that characterize formal language teaching around the world. The natural approach proposes that the more the process of learning a new language resembles the way children acquire a first language, the easier and more successful the learning will be.

Thus, the natural approach sets about trying to find ways to make classroom conditions as much like the natural setting for child language acquisition as possible. This means putting aside much of formal language-learning technique of the past century or more. It means that language "play" accomplishes more than language "work" (natural-approach terminology would call this the difference between "acquisition," which occurs in a natural setting for language use, versus "learning," which is classroom language study). It means that grammar has a more limited role than it once had. It means that errors don't matter much unless they impede communication. It means that the language acquirer (notice that we use this term, rather than "learner"), like a child, listens for an extended period before speaking, then moves to center stage, taking every opportunity to practice and integrate new material.

Recent research decisively backs the effectiveness of the natural approach. Traditional classroom learning of a language yields lower proficiency levels and much lower motivation levels in learners than a guided process of natural acquisition--despite all the traditional language teacher's best efforts. This has enormous consequences for second-language pedagogy. One thing that is clear is that language learners who are in less-analytic, more-experiential environments, who are provided with clear and ample sources of natural language, have both better attitudes and higher skill levels than their traditional counterparts.

Following is a chart summarizing differences between "learning" and "acquisition" according to the natural approach.

DIFFERENCES BETWEEN LEARNING AND ACQUISITION ACCORDING TO THE NATURAL APPROACH

Learning	Acquisition
1. Conscious and self-conscious.	Unconscious and unself-conscious.
2. Can be memorized by rote.	Requires comprehension.
3. Based on grammatical order established by instructor or textbook.	Based on natural order of acquisition similar to child's first language.
4. Teaches about the language.	Fosters language use.
5. Fits a classroom format.	Can take place anywhere.
6. Teacher or authority needed.	No authority required.
7. Focuses on correctness.	Focuses on communication.

This approach doesn't mean that the classroom is an automatic disadvantage--or that conscious language learning has no place. Rather, it suggests that the classroom should be used in ways in which it is not traditionally used, for acquisition activities, and that learning should be given a much smaller role in that classroom. An environment in which acquirers can communicate meaningfully in the foreign language, combined with some carefully chosen classroom reinforcement, is the best combination of all, and can result in the highest levels of proficiency. Trainers need to find that balance, and we hope this manual can give you a great deal of assistance in that quest.

What does this mean for the Trainer? Does it mean, following the analogy between children and second-language learners, that a language instructor needs to behave like a parent? What about all your years of training and special knowledge?

These are important questions. It is true that this approach requires you to behave like a parent in certain respects: Like a parent, you have to create a pleasant atmosphere that encourages curiosity and self-confidence; you have to be a model, then gradually withdraw as the acquirer becomes more independent; you have to introduce situations that require use of the language bit by bit; and you have to choose appropriate language that is at or close to the acquirers' level of proficiency. But your training and special knowledge are also very important. You will still need to explain some grammar, to correct some errors, and to teach some skills, such as writing, that don't come naturally from the environment. You will also need to present material--in the case of the competency-based curriculum, competencies--in an order that addresses the acquirers' needs. Finally, you will need to assess their progress using clear criteria--in this approach, according to the competencies your Trainees need to master.

You are probably very good at doing some of these things already, and perhaps you have never tried doing others. This manual is designed to strengthen what you can already do well and to encourage you to try new things to foster the natural approach.

The natural approach was designed as a way to implement the monitor model, which is explained in detail in the next section. Its classroom applications are described in full in books about the natural approach listed in the references at the end of Part I.

Following are the five guidelines that steer the natural approach:

FIVE GUIDELINES THAT STEER THE NATURAL APPROACH

1. **The goal of language acquisition is communication skills.**
   Language acquisition is not an end in itself; it is for communicating messages to other people.

2. **Comprehension precedes production.**
   Listening comprehension and reading comprehension should precede the productive skills of speaking or writing in language training. This is the concept of "delayed oral production."

3. **Production skills emerge gradually, over time.**
   By supplying large amounts of comprehensible input that allows learners to understand language, and giving them many natural settings to experience language, you enable learners to begin to use it at their own pace. Students should never be forced to speak, and errors should be treated with tolerance, when they are corrected at all.

(continued on next page)

FIVE GUIDELINES THAT STEER THE NATURAL APPROACH (continued)

4. **Acquisition activities are central to progress.**
   Those lively, communicative, free-form activities that so many teachers use to fill a few spare minutes actually do more to assist the language acquisition process than the dull, repetitive, intricate exercises that traditional teachers use for the majority of their class time.

5. **A relaxed atmosphere is central to progress in class settings.**
   Language acquisition works better when learners are not in a competitive or anxiety-producing situation.

We discuss these ideas in more detail in the presentation of the monitor model that follows. You will also learn more about the natural approach in the sections on learning strategies and styles, modes, and the older language learner. Part II, which introduces a number of language training methodologies, judges each of the methods according to how well it conforms to the monitor model. All adaptations of these methods should be compatible with the natural approach.

Note that the natural approach, unlike the more specific methodologies of Part II, does not require using any particular classroom strategies or techniques. Its only requirements are that its basic principles be central to all activities, whatever form they take.

Our terminology also reflects the natural approach. We sometimes refer to "acquirers" rather than "learners," reflecting the fact that foreign-language learning can be an acquisition-type activity, rather than a mechanical drill, grammar point, word list, or any of the other exercises commonly associated with classroom "learning." You may notice the absence of "exercises" in the manual. This is because the natural approach does not recommend them, favoring instead activities in which language acquisition can abundantly occur.

SUMMARY OF THIS MANUAL'S BASIC CONCEPTS

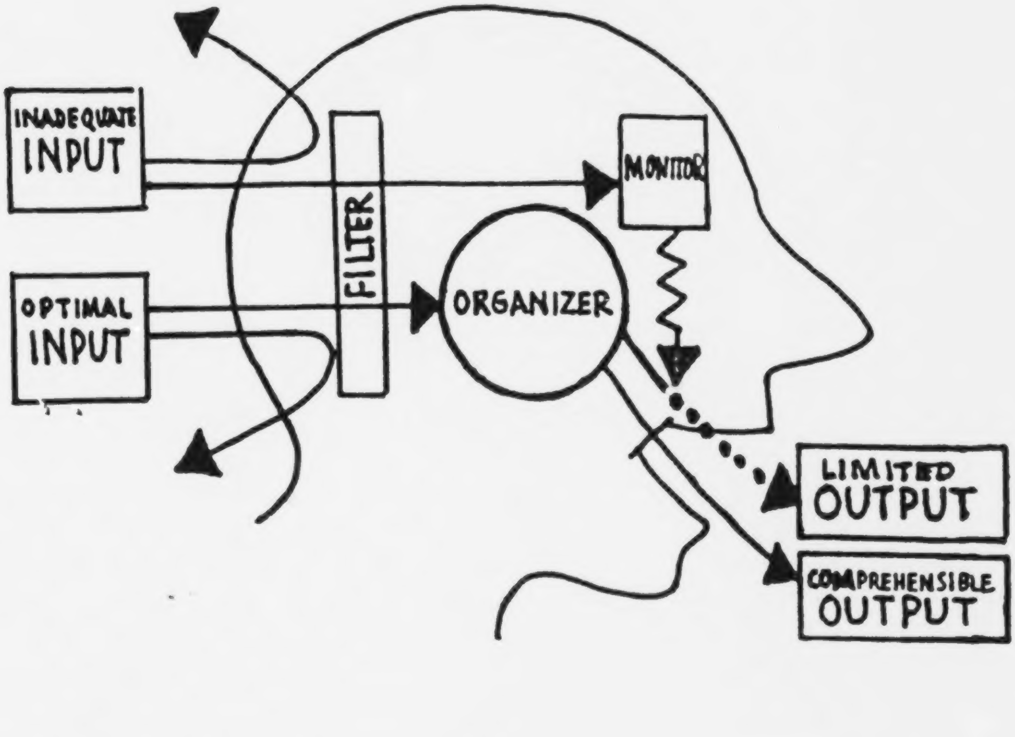
OVERALL GOAL OF LANGUAGE TRAINING:	COMMUNICATIVE COMPETENCE
EXPLANATORY MODEL USED:	MONITOR MODEL
PROCEDURAL APPROACH FOR TRAINING:	NATURAL APPROACH
CURRICULUM USED:	COMPETENCY-BASED

A MODEL TO EXPLAIN WHY SOME LEARNERS BECOME PROFICIENT AND OTHERS DON'T

The following model is adapted from the monitor model developed by Stephen Krashen of the University of Southern California. This model is a useful way of thinking about language learning and explains a number of situations language learners experience. Further information about the monitor model can be obtained from sources listed in the Part I references and additional references at the end of the manual.

Following is a drawing depicting the monitor model, which has become a widely accepted tool for explaining why some learners become communicatively competent and others do not.

THE MONITOR MODEL


INADEQUATE INPUT
OPTIMAL INPUT
FILTER
MONITOR
ORGANIZER
LIMITED OUTPUT
COMPREHENSIBLE OUTPUT

EXPLANATION OF THE MODEL'S TERMS

Input

Input is the language the learner is exposed to either by reading or by listening. This input can be either inadequate or optimal. The two elements on the chart show these kinds of input:

-	Inadequate input:	unnatural, contrived to demonstrate a grammar rule, boring, or too difficult for the learner at the moment.
-	Optimal input:	language used in a real situation, understandable, interesting, and including elements just slightly beyond the level of proficiency of the learner.

Filter

The filter acts as a gate. It either opens to let the input through to the mind, where the learner can work with it, or it closes and does not let input through. For example, if the learner is anxious, the gate closes, and the input does not get through. If the learner relaxes, the gate opens and the input enters the learner's mind.

The opening or closing of the gate is determined by the learner's attitudes and feelings, which are sometimes called affective factors. These include anxiety, motivation to learn the language, and self-confidence.

Monitor

The monitor acts as a storehouse of conscious rules in the learner. The monitor contains all the grammar rules the learner has learned from formal language instruction. The monitor adjusts output to make it grammatically correct. Its role is limited to situations in which there is no time pressure and the emphasis is on form, not content. Language "learning" traditionally focuses on developing this aspect of the model in a student.

Organizer

The organizer is an unconscious system of language elements, their meanings, and their relation to culture. The organizer creates this interconnected system from language experienced in natural settings. This organizer is at work when we acquire our native language and creates "fluency" in our native language. Foreign-language "acquisition" focuses on this part of the model.

Output

Output is what learners produce, in oral or written form, in the new language. Fluent expression or output originates with the organizer, where meaning is located. This type of output is represented by the solid line in the model.

If learners have overactive monitors, their output is blocked. When they apply the conscious grammar rules they know to correct their output, it becomes jerky, slow, and tense. This type of output is represented by the dotted line in the model.

Summary

The two most important elements in this model for language trainers are:

INPUT AND FILTER

The Trainer has direct influence on the quality of the input learners receive and the level of the affective filter in each learner. The following section discusses in more detail how a Trainer can work with or recognize each part of the model to foster communicative competence.

HOW TRAINERS CAN USE THE MONITOR MODEL TO INCREASE COMMUNICATIVE COMPETENCE

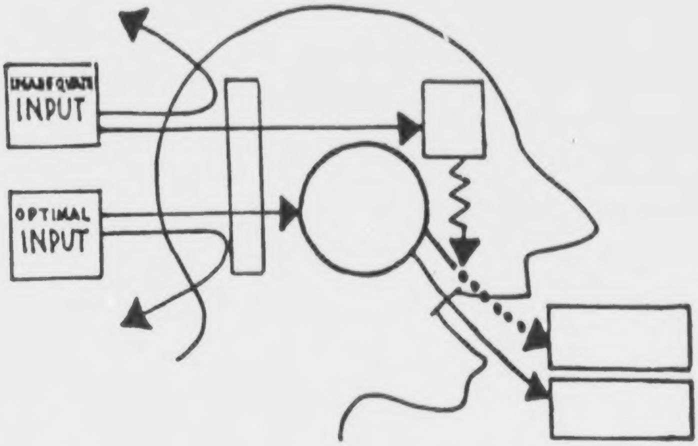
Following is a summary of ways to promote communicative competence (which also appears earlier in this manual). We refer to these as we go through each part of the monitor model.

SUMMARY OF WAYS TO PROMOTE COMMUNICATIVE COMPETENCE

1. Create a relaxed atmosphere in the classroom
2. Encourage communication and do not stress correctness
3. Maximize peer interaction
4. Teach the language, not about the language
5. Use authentic language, not artificial classroom language
6. Be versatile and creative in your activities

As noted previously, the Trainer has the most control over the elements of the input and the filter. The Trainer has less control over the elements of the monitor, the organizer, and the output. This section looks first at how you can influence the input and the filter. Then it discusses how you can recognize the other three elements, which are more difficult to control. In both parts, the goal is the same: helping learners achieve communicative competence. Using the natural approach will enable you to meet this goal.

INPUT: HOW TO CHOOSE CONTENT FOR OPTIMAL LEARNING



How to Think About Input

You can think of the input aspect of the model as the content of all the lessons in the training program. The Trainees' input will be everything you decide to include in their program. Optimal input is another way of describing well-chosen content.

How to Recognize Optimal Input

In general, well-chosen content will help your Trainees perform competencies in the language, rather than just know about the language. Following are five characteristics of optimal input:

CHARACTERISTICS OF OPTIMAL INPUT

1. Comprehensible	Trainees either know the meaning or they can figure it out.
2. Practical	Trainees are able to see the use for all language they learn in a real-life context.
3. Interesting	There is new information, an element of the unexpected, and a sense of building toward a climax.
4. Challenging	Lessons include vocabulary and structures not yet mastered by the learner, at a level of difficulty just slightly beyond the current level.
5. Chronological	The sequence of lessons is based on the order in which competencies are presented.

When one or more of these characteristics are absent, input is inadequate. Inadequate input has the following characteristics:

CHARACTERISTICS OF INADEQUATE INPUT

1. Incomprehensible	Trainers say, or make Trainees repeat, words or phrases that they do not understand.
2. Impractical	In order to demonstrate grammar rules, Trainers contrive sentences that would not likely be used in real life.
3. Boring	Trainers choose topics of no interest to Trainees or ask obvious questions.
4. Too simple or Too difficult	Trainers present exercises that repeat what learners already know or are far beyond learners' capability.
5. Grammar-based	Trainers organize lessons only on the basis of grammar, from simple to complex.

What Trainers Can Do to Obtain Optimal Input

You should try to take into account all five characteristics of optimal input when planning your program or lesson, to give Trainees the best possible chance to achieve communicative competence. Following are some ways to decide if materials constitute optimal input:

1. **Comprehensible.** Trainees should be able to figure out what the words and phrases in a lesson mean. This can be done through many means, including paraphrase, simplification, gestures, context, realia, etc. After using words and phrases, check to be sure that the Trainees understand them.

   At the beginning of the program, you may want to allow Trainees a "silent period" of approximately 10 to 20 hours when you do not force them to speak, but rather engage them in acting out the language that you say aloud (this is discussed further in the sections entitled "Total Physical Response" and "Silent Way" in Part II). In this way, they can build up a vocabulary base from which they can proceed to higher levels of comprehension.

2. **Practical.** Before using a sentence in the classroom, test it by asking two questions: "Would I ever ask/say this to another native speaker?" and "Does this relate to a competency or competencies in our program?" (Part III discusses this in more detail in the section called "Writing Lesson Plans.")

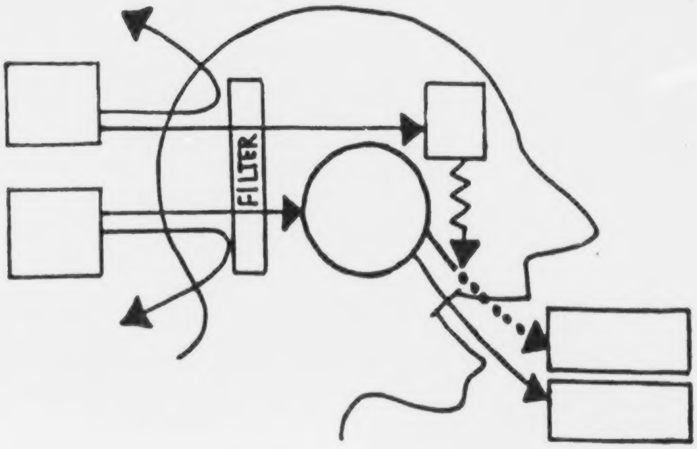
3. **Interesting.** Lessons are boring when they are predictable, obvious, or on topics that do not interest learners. Unfortunately, all too many language classes fall prey to this weakness. Try to avoid asking questions with obvious or tedious answers. Pick subject matter of likely interest--cultural information, for example, is bound to be highly interesting and relevant to your Trainees.

4. **Challenging.** Traditional language-learning classrooms often have exercises in which answers are predictable or too easy. Trainees must have new, unknown material--and make mistakes--in order to progress. Activities that build in a surprise element, or a problem to solve, can stimulate communication, rather than mastery of grammar points. Look for challenges in content (input) as well as form (training techniques).

   In addition, try to include enough open-ended activities that Trainees encounter new, unplanned words and structures. Pick activities that use several skills at once, integrating language skills with other actions, leading toward mastery of the chosen competency.

5. **Chronological.** Organize lessons according to the order in which Trainees are likely to need competencies as they adjust to the new culture (this is discussed further in the "Organizing Input" section of Part III). Choose lessons that can be put into practice right away, thus building confidence for the next competency.

THE FILTER: HOW TO ENCOURAGE POSITIVE ATTITUDES IN LEARNERS



How to Think About the Filter

Learners have emotions and attitudes that affect the filter and influence how much input they can process into memory. When the filter is "high," the pathway to the mind is blocked; the gate is closed, and little language acquisition can occur. A "low" filter means that the gate is open and more language acquisition can occur.

How to Recognize the Filter at Work

In general, when Trainees withdraw from an activity, perhaps even refusing to listen anymore, the filter is high.

When Trainees become absorbed in an activity, demonstrate a desire to understand and respond to meaningful ideas, and lose their self-consciousness, the filter is low.

Following is a description of four factors that lower the filter and whose absence raises the filter. Trainers have a direct influence on all of these factors. You can read more about lowering the filter in the section on older adults at the end of Part I and in the section entitled "Managing the Classroom" in Part III.

FACTORS THAT LOWER THE FILTER AND FACILITATE LANGUAGE LEARNING

1. Feeling relaxed	When learners can laugh, sit back and move easily, and enjoy the learning process, the filter is low.
2. Being willing to take risks	Risk takers are willing to make guesses. They accept that it's okay to look ridiculous once in a while because they see the possibility of getting to a higher level.
3. Feeling confident of success	Learners who have confidence in their ability to succeed simply try another approach when one doesn't work.
4. Being willing to tolerate ambiguity	A person with a high tolerance for ambiguity is willing to cooperate and participate in a situation even if many things do not make sense at first. Someone with a high tolerance for ambiguity can accept the answer, "That's just the way we do it."

FACTORS THAT RAISE THE FILTER AND BLOCK LANGUAGE LEARNING

1. Feeling anxious	Anxiety is the most powerful force in raising the filter. When a learner begins to stammer, sweat, or jiggle one foot, the filter is very high.
2. Wanting to avoid risk	Risk avoiders get embarrassed easily. They do not want to make mistakes in front of other people.
3. Doubting ability to succeed	Learners who don't believe in their ability to succeed do not try as hard and therefore fulfill their own expectation of failure. They interpret errors as evidence of their inability to learn rather than as opportunities to learn.
4. Unable to tolerate ambiguity	A person with a low tolerance for ambiguity demands an unreasonable number of explanations and is impatient with any lack in the Trainer's ability to give reasons. Low tolerance for ambiguity means insisting on rules and not being able to accept that many things in a language, although fixed, are arbitrary.

There are two common misconceptions about the filter that deserve mention. One is the idea that a person who is anxious (or risk avoiding, self-doubting, or intolerant of ambiguity) about learning a language is that way all the time, in all areas. This is not the case. Many learners who are not normally anxious become anxious about language learning. It is important not to generalize about their personality, and to help to create an atmosphere in which these anxieties can be overcome so that successful language learning can begin.

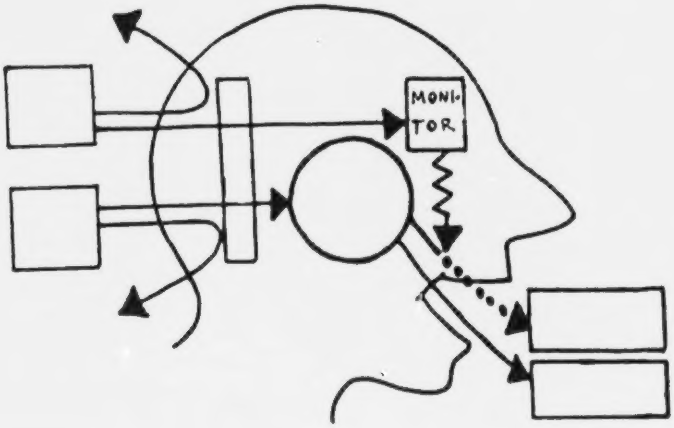
The other misconception is the idea that the factors that block language learning are always bad character traits in a person. This, too, is not the case. A factor that is bad for language learning may be very good for some other activity, and vice versa; for example, risk avoiding is bad for developing communicative competence but good for accounting, while a high tolerance for ambiguity is good for developing communicative competence but disastrous for brain surgery.

What Trainers Can Do to Lower the Filter

The next major section of the manual, on learning strategies and styles, includes recommended activities carefully chosen to reduce anxiety, encourage risk taking, build confidence, and create more openness in learning--in short, to lower the affective filter and thus facilitate language learning and competency building.

However, before considering these activities, we discuss the monitor, the organizer and output elements of the model, which are more difficult for the Trainer to influence. This discussion focuses on how you can foster communicative competence in your Trainees, which is an ability to use language not just in grammatically correct ways but in culturally and contextually appropriate ways.

THE MONITOR



How to Recognize the Monitor at Work

Although language learners need to use a certain amount of conscious monitoring of their production as they strive to move to higher levels, the monitor is more likely to be overused than underused, resulting in less language acquisition overall. You can tell that the monitor is overactive when learners take long, nervous pauses as they try to speak, correcting and recorrecting themselves. They are trying to remember and consciously apply all the rules they know. They often lose their train of thought and leave sentences unfinished.

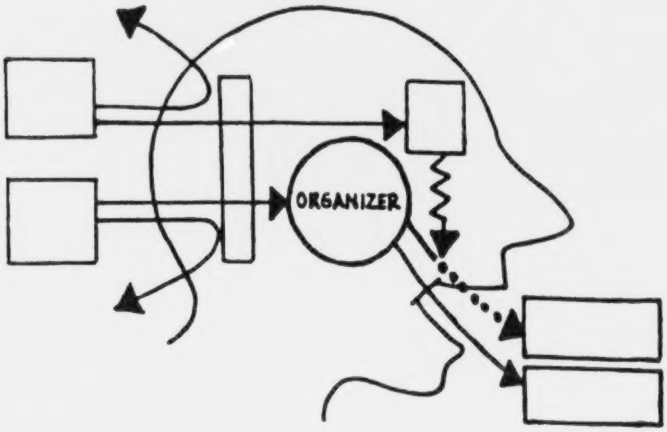
What Trainers Can Do to Promote Communicative Competence

When writing lesson plans, try to minimize the number of activities that focus on grammar rules. Emphasize natural contexts, situations that occur in a Trainee's or Volunteer's life. Focus on communicative content rather than form.

Another method is to be prepared to reduce or even suspend all error correction if you sense a Trainee's monitor is getting in the way of his communication. In general, corrections should be avoided during any communicative activities, except where the meaning is unclear.

Finally, you can include free-style activities in all lesson plans. Activities that do not have "correct" or "incorrect" answers, and that promote a spirit of fun in using language, can do a great deal toward promoting communicative competence.

THE ORGANIZER



How to Recognize the Organizer at Work

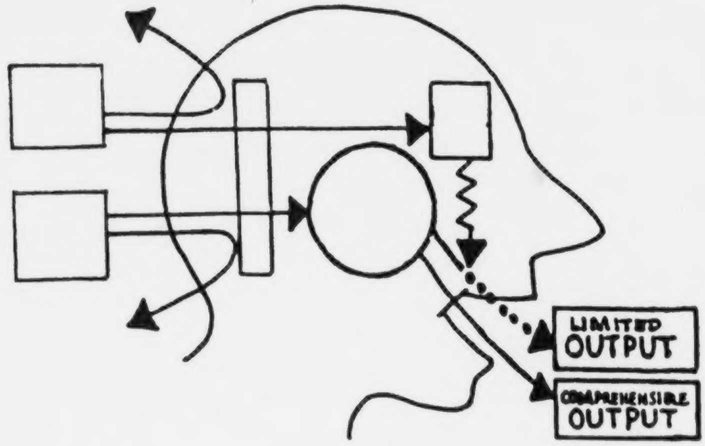
It is important to understand that all the conscious rules in the monitor can be stored in the organizer in an unconscious form. This is what language acquisition--as distinct from language learning--is all about. We can all speak our native language fluently, yet few of us are able to recite grammar rules. Knowledge of those grammar rules resides, unconsciously, in the organizer.

When Trainees speak with appropriate emotion and speed, expressing a thought that is genuinely meaningful to them, the organizer is at work. The utterance may be very short and simple, but it is said unself-consciously. When Trainees report that they are thinking or dreaming in the new language, the organizer is at work. In the monitor model, communicative competence could be defined as using the organizer with a minimum of interference from the monitor.

What Trainers Can Do to Promote Communicative Competence

When you see the organizer at work, you should encourage it. If learners have fewer rules consciously stored in the monitor and more rules unconsciously stored in the organizer, they can express themselves with greater communicative competence. Lesson plans should provide activities that activate the organizer (use authentic language, provide meaningful communication, spark interest, draw attention away from correctness and toward content) and give less attention to the monitor (focus on rules, point out errors, study the language abstractly). We have chosen activities for this manual that promote use of the organizer by encouraging the Trainee to do things with the language and thus spend less time worrying and thinking about its rules. Lists of these activities are at the end of Parts I and II. Further ideas for activities are in the section called "Select Activities for Lesson Plans" in Part III and in the "Taxonomy of Teaching/Learning Techniques" at the end of the manual.

THE OUTPUT



How to Recognize the Output at Work

The usefulness of understandable output is that it generates more input; both the speaker and the listener want to say more. What others say becomes new input for the learner and thus starts the learning cycle again. In this way, comprehensible output creates an upward spiral toward higher levels of proficiency.

Comprehensible output consists of something the learner genuinely wants to say. The learner gets a great sense of relief and satisfaction from having expressed his own thoughts; you will be able to see this immediately. Comprehensible output may occur between the learner and many other parties, and not just in the classroom.

What Trainers Can Do to Promote Communicative Competence

The Trainer should plan lessons and assignments for maximum possible interaction, both with peers in the classroom and with native speakers outside the training sessions. Many of the activities chosen for this manual involve pair work, group work, role playing, or presentations to the rest of the class by one Trainee. Additional suggestions can be found in Part III in the section called "Managing the Classroom."

By simulating situations the Trainee will encounter in the world beyond the classroom, you can help the Trainee prepare for these encounters.

To close this section, we redisplay the summary of ways to promote communicative competence, this time using the terms of the monitor model.

WAYS TO PROMOTE COMMUNICATIVE COMPETENCE USING TERMS OF THE MONITOR MODEL

1. Create a relaxed atmosphere in the classroom
   (lower the filter)
2. Encourage communication and do not stress correctness
   (downplay the monitor, encourage the organizer, lower the filter)
3. Maximize peer interaction
   (encourage comprehensible output and stimulate the organizer)
4. Teach the language, not about the language
   (choose practical, interesting, challenging input, and encourage output)
5. Use authentic language, not artificial classroom language
   (choose input related to competencies, downplay the monitor, encourage output)
6. Be versatile and creative in your activities
   (lower the filter, encourage the organizer)

OVERVIEW OF LEARNING STRATEGIES AND STYLES

The previous section introduced the monitor model and explained what generally happens in the learner during language learning. This section concentrates on what kinds of resources and preferences learners individually bring to the learning process.

The monitor model, our theoretical foundation, applies to all learners regardless of individual characteristics. This section incorporates individual learning strategies, styles, and modes into the monitor model in order to account for differences among learners.

We have divided learning strategies into ten categories: six that we call "cognitive approaches," or ways of mentally organizing and responding to language information, and four skills involved in using a language, namely, listening, speaking, reading, and writing. These four skills, in turn, are divided into two "modes," the visual and the auditory.

The monitor model considers the learner to be relatively passive, believing that communicative competence cannot surpass the inherent quality of the language input. The model does not allow for any difference in the language learner's output as a result of how the learner mentally processes the input. This section, however, adds a new dimension to the language-learning model, proposing that Trainees' learning strategies strongly influence whether they become communicatively competent.

Strategies are all the different activities a person can employ to learn a language. A style is merely a preference for a certain strategy or set of related strategies. There are numerous learning styles.

LEARNING STYLE = A PREFERENCE FOR CERTAIN LEARNING STRATEGIES

We have chosen several strategies among the many available as a basis for analyzing learner styles in this section. We mention the advantages and disadvantages learners might face in relying on each strategy to learn a new language. However, we do not believe any one of these strategies is better or worse than another; all of them can be beneficial in planning a language training program. We include activities showing how each strategy and mode can be employed while using the natural approach and implementing a competency-based curriculum. We also use these learning strategies as a basis for analyzing the language-learning methods presented in Part II.

The following chart illustrates the strategies and modes.

LEARNING STRATEGIES

COGNITIVE APPROACH (mental process Trainee prefers to use)

INDUCTIVE	or	DEDUCTIVE
FIELD INDEPENDENT	or	FIELD DEPENDENT
RIGHT BRAIN	or	LEFT BRAIN

MODE (learning skill Trainee prefers to use)

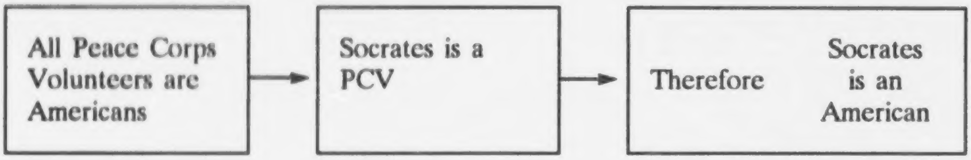
VISUAL	READING
	WRITING
AUDITORY	LISTENING
	SPEAKING

COGNITIVE APPROACHES

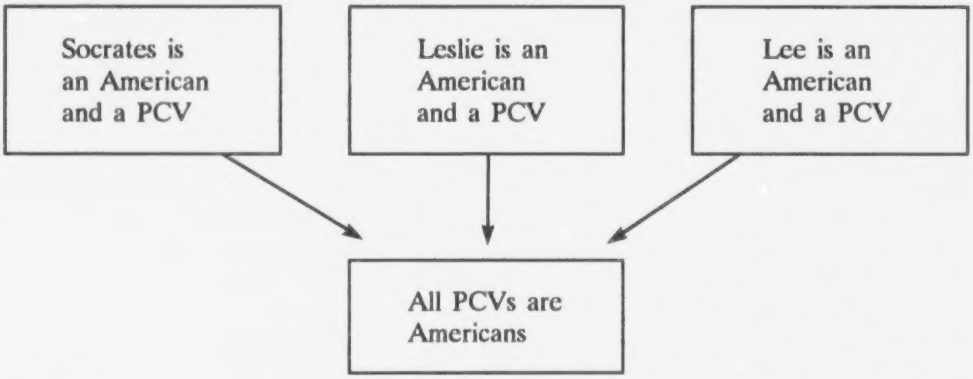
Inductive or Deductive

Basic Idea

Induction and deduction are two ways of thinking about the relationships between ideas. Someone who thinks deductively starts with a general rule or fact, applies it to new pieces of information, and then draws a conclusion.


All Peace Corps Volunteers are Americans
Socrates is a PCV
Therefore
Socrates is an American

Someone who prefers to think inductively likes to examine pieces of information or several specific situations first, and then make a generalization from the details provided.


Socrates is an American and a PCV
Leslie is an American and a PCV
Lee is an American and a PCV
All PCVs are Americans

Advantages and Disadvantages of Deductive Learning

ADVANTAGES

1. Deductive reasoning can make learning faster or more direct because some trusted authority (including written authority) delivers the rules and learners apply them. This helps to develop the monitor element of learning.

DISADVANTAGES

1. The rules delivered to learners can be false or inadequate.

FALSE PRINCIPLE

All poor people are lazy → Tipiwan is poor → Therefore, Tipiwan is lazy

INADEQUATE PRINCIPLE

All Spanish words that end in "o" are masculine → "mano" (hand) ends in "o" → Therefore, "mano" is masculine

2. Learners may have difficulty mastering the rules, overuse their monitors, and get anxious. Trainers may become exasperated by having to repeat the rules many times.

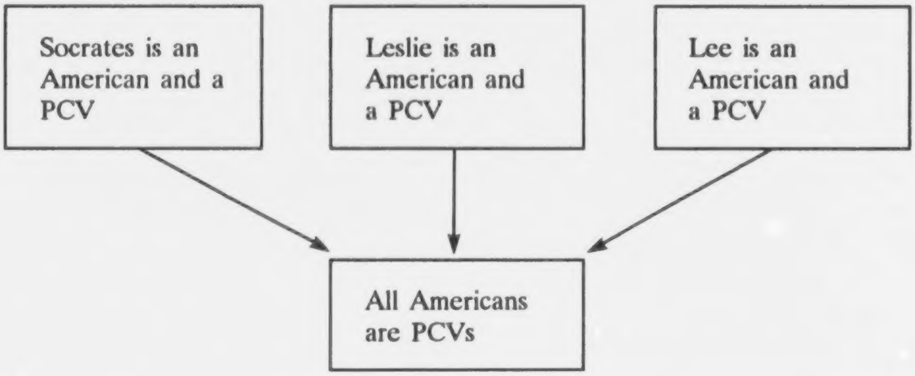
Advantages and Disadvantages of Inductive Learning

ADVANTAGES

1. Learners thoroughly understand the rule because they have struggled to discover it and to express it in their own words. Induction can give a sense of challenge and motivation.
2. Learners generally feel good about things they figure out for themselves.

DISADVANTAGES

1. It takes more time to figure out a rule than to be told what the rule is. Both learners and Trainers may get impatient.
2. It is hard for Trainers to select and organize data so that learners can figure out rules for themselves.
3. Learners may draw false or inadequate conclusions.
4. Induction may be hard to adapt to an intensive program.


Socrates is an American and a PCV
Leslie is an American and a PCV
Lee is an American and a PCV
All Americans are PCVs

5. Not everyone can figure things out from examples.

How to Recognize the Style

Deductive learners often say, "Just tell me the rule, don't make me work for it." They may ask for written homework that gives a grammar rule at the top of the page followed by fill-in-the-blank (or cloze) exercises in which to apply the rule. If you tell them they're wrong, they'll cite a rule to defend themselves.

Inductive learners, on the other hand, are annoyed if they hear an answer before they've had a chance to guess. Inductive learners enjoy figuring out what an authentic text from the new language means. If you tell them they're wrong, they'll list several examples to defend themselves.

Remember that every learner sometimes uses induction and sometimes uses deduction. Both are strategies for learning. When a learner shows a marked preference for one strategy over the other, that is her style.

The following examples show what kinds of activities might work especially well for learners who favor a deductive or inductive learning style. They may bring to mind other activities you already use, or they may be new to you. Like all the activities in this section, they are meant to open up new possibilities for your language training, according to your Trainees' needs and your training situation.

RECOMMENDED ACTIVITY: DEDUCTIVE

Title: Street Addresses

Competency: The Volunteer will be able to listen to, read, and write appropriate street addresses.

Materials: A drawing of a row of buildings in a downtown area, with copies provided for each Trainee. Include typical buildings found in the area the Trainee is living in, if possible.

Trainer's text.

Procedure: Step 1. Teach the numbers that will be used in the activity and check comprehension of them with a dictation.

Step 2. Give the address of one of the buildings and have Trainees write the address on that building in the drawing.

Step 3. Continue the procedure until all buildings are identified by address. This can be done in several ways, including use of prepositions (e.g., The building next to the post office on the corner is 28 Main Street).

Step 4. Have Trainees check their answers by asking each other questions about the addresses (e.g., "Is the store at 36 Main St. a movie theater?" "No, it isn't. It's a pharmacy").

Variation: Instead of teaching street addresses, you can have the street addresses already marked on the drawing and instead teach the names of different kinds of buildings and stores (e.g., "58 Martyr's Boulevard is a butcher shop").

RECOMMENDED ACTIVITY: INDUCTIVE

Title:	Missing Dialogue
Competency:	Volunteer will be able to inquire about the price of produce and then buy the produce.
Materials:	The half-completed dialogue, either on paper with one copy for each Trainee or written on blackboard. A possible other half of the dialogue (there is no "answer key" for this because several answers are possible).
Procedure:	Step 1. Trainees read the lines that have been kept in the dialogue. Step 2. Put Trainees in pairs and have them think of a situation in which these lines might be spoken. Trainees write in the missing lines, and give a title to the dialogue. Step 3. Each pair performs its dialogue for the other Trainees. Step 4. Discuss the dialogues together, looking for features of appropriateness, etc.
Variation:	Have Trainees write their own "missing dialogues" and give them to other Trainees to complete.
Example:	(This is designed for a beginning Trainee, so there is little room for variation on correct responses.) A:\______________________ B: The bananas are 49 cents a pound. A:\______________________ B: Okay. Here are your two pounds. That's 98 cents. A:\______________________ B: Thank you. Here's your 2 cents.

Field Independence or Field Dependence

Basic Idea

Field independence and field dependence are two ways of approaching a complex task like learning a language. Someone who prefers a field-independent approach is good at picking out particular items or ideas from an environment, or "field," without being distracted by other elements in the field. Field-independent strategies for learning allow Trainees to work alone, to concentrate, and to analyze variables in isolation. In the emotional realm, field-independent strategies satisfy a need to "do it oneself" and be recognized for one's uniqueness.

Field-dependent strategies call on learners to look at the whole, to grasp the general idea and not worry about the details at first. In the emotional realm, field-dependent learners are more empathic and prefer to collaborate, help others out, and belong to a group. Field-dependent exercises use teamwork.

Advantages and Disadvantages of Field-Independent Learning

ADVANTAGES

1. Field-independent learners tend to be precise and accurate.
2. Learners are motivated to continue learning on their own and at their own speed.
3. Learners tend to have self-confidence.

DISADVANTAGES

1. Learners miss the benefit of other people's strengths, insights, and help.
2. Field-independent language-learning strategies may cause learners to collect details (grammar and vocabulary) without achieving communicative competence.

Advantages and Disadvantages of Field-Dependent Learning

ADVANTAGES

1. Field-dependent learners readily grasp the overview or framework.
2. Group cooperation reduces anxiety about individual performance.
3. Team spirit encourages peer interaction.

DISADVANTAGES

1. Field-dependent learners cannot take advantage of opportunities to learn when others are not available.

How to Recognize the Style

Learners who prefer field-independent strategies like to take material home from the classroom and look it over on their own time, privately. They take initiative and may be somewhat competitive in class. Field-independent learners will quickly spot a familiar word or grammatical form when new material is presented.

Learners who prefer field-dependent strategies often dislike homework assignments that take them away from conversing with native speakers. Field-dependent learners are good team players, quick to praise and encourage others. They get a great deal of satisfaction from helping someone else succeed.

RECOMMENDED ACTIVITY: FIELD INDEPENDENT

Title: Family Show-and-Tell

Competency: The Volunteer will be able to identify family relationships.

Materials: Photograph or other souvenir from each Trainee.
Guided questions from Trainer.

Procedure: Step 1. Introduce Trainees to several sample descriptions of people talking about their families. These can be native-speaker visitors to the classroom, sample descriptions by fictional characters, or excerpts from books or magazines. Tell them that they will be doing a similar activity using their own family as the subject.

Step 2. Bring a photograph of your (Trainer's) family members and give an oral presentation describing them to Trainees.

Step 3. Ask Trainees to prepare a similar oral presentation on a photograph of one or more of their family members. Give enough time for them to choose a photo and to prepare an oral presentation at home. You can set a target length for the presentation, say, five minutes. The Trainee should use no notes and speak informally.

Step 4. Trainees can ask each other questions about their family members, or compare family members (e.g., "My brother is older than yours").

Variation: The presentation can also be done as a written composition prepared at home. This will depend on the skill area you are emphasizing.

RECOMMENDED ACTIVITY: FIELD DEPENDENT

Title: Group Story

Competency: The Volunteer will be able to ask and answer questions about a daily routine.

Procedure: Step 1. The Trainer can start telling a story using characters and events the Trainees can identify with easily. A time limit can be set for each person's contribution, and someone can keep the time, shouting "Next" when each person's time is up.

Step 2. The next speaker continues the story where the last one left off, indicating knowledge of the previous speaker's part of the story. This continues until every person has had at least one chance to contribute. The last person can be asked to finish the story, or, if this is too difficult, it can just be stopped arbitrarily.

Variation: Instead of timing each person, a more relaxed and flexible situation can be created by passing around an object to hold, such as a mirror or an orange. The Trainee holds the object as long as she is speaking, then passes it on to the next speaker. A further variation is to let speakers pass the object to the person of their choice, not necessarily the person next to them.

Example: Your story can be oriented to the daily experiences of a Trainee. You could begin by saying, "This morning Paula woke up at 5 a.m. when she heard a rooster crow. She got out of bed, put on her sandals and bathrobe, and went to the . . . ." At this point, you pass the object to the next person. The more that transitions can be made at moments of suspense, the better.

Variation: The story can be written instead of oral. Each Trainee can begin a story on a piece of paper, and then pass the story to the person next to her. The next person adds to the story and passes it on, etc. When each person gets her original story back, she reads it to the class.

The stories will probably be very practically oriented for lower-level students, but they can still be a lot of fun, especially if the more imaginative students invent problems for the characters. Higher-level students can be encouraged to do more fanciful stories.

Right-Brain Dominance or Left-Brain Dominance

Basic Idea

In the past few decades, scientists studying the human brain have discovered that certain human functions are located in certain parts of the brain. In particular, they have discovered that there are big differences between the ways the left and right halves (or hemispheres) of the brain process information.

This research has important implications for all human activity, and language learning is no exception. We now commonly distinguish two approaches to learning--right-brain learning, which is more "intuitive," and left-brain learning, which is more "logical." The functions of the right brain are more creative and artistic, and the functions of the left brain are more orderly, systematic, and thorough. Some learners rely more on one hemisphere while performing activities and some learners rely more on the other. Differences resulting from a preference for one or the other are called right-brain or left-brain dominance.

Many of the new methods for language learning, including the natural approach, attempt to involve right-brain learning more fully than past methods did. (Right-brain learning is a major consideration in several of the methods described in Part II.)

Advantages and Disadvantages of Right-Brain-Dominant Learning

ADVANTAGES

1. Right-brain learning activities allow for spontaneity and fun.
2. Original, creative responses are more likely to be put with the organizer, not the monitor, resulting in more acquisition.

DISADVANTAGES

1. Right-brain learning activities may be very hard to apply to a competency-based curriculum, since they are not immediately practical.

Advantages and Disadvantages of Left-Brain-Dominant Learning

ADVANTAGES

1. Left-brain learning activities draw more language out of a learner than right-brain strategies.

DISADVANTAGES

1. Left-brain activities, like standard classroom "learning," can be dull.

How to Recognize the Style

Trainees who add original comments to a role-play situation or dialogue show a preference for right-brain learning strategies. Right-brain learners will often make creative contributions to a class session.

Trainees who prefer left-brain strategies like to stick doggedly to a subject, and they seek a sense of completion. They may be eager or anxious to see where a lesson is going.

RECOMMENDED ACTIVITY: RIGHT BRAIN

Title:	Personal Flags
Competency:	To be able to describe and discuss a drawing with others.
Materials:	Colored pencils or markers or other art supplies as available (pieces of fabric, colored paper, glitter, natural objects, etc.).
Procedure:	Step 1. Talk about the flag of your country and what its colors and shapes symbolize. Step 2. Give each Trainee a half-hour to make her own "personal flag" from arts supplies provided. They create a flag design based on things that are important and attractive to them, without supervision or limits. Step 3. Trainees show and discuss their flags with the rest of the class and everyone admires the others' flags.

(continued on next page)

RECOMMENDED ACTIVITY: RIGHT BRAIN

(alternate right-brain activity)

Title: Food "Droodle"

Competency: The Volunteer will be able to name foods.

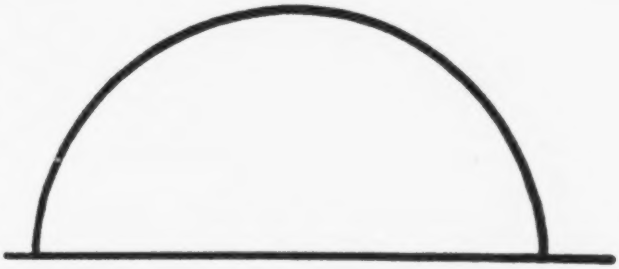
Materials: A set of simple geometric drawings done in bold strokes and large enough to be seen by all Trainees if placed in front of class.

Procedure: Step 1. Sit Trainees in a circle or shell shape in comfortable positions. You may want to set a mood with background music or lighting.

Step 2. Place one of the drawings in full view of all Trainees and begin by setting a topic for the word associations. You may want to offer an example to get the activity started.

Step 3. Each Trainee gives a word or phrase that resembles the drawing and fits in the topic area. The topic area must be large enough to allow many responses. The game can be repeated by changing drawings or changing topics, or both.

Example: Topic: Food



Trainer can start by saying, "It looks like half an orange." Others can add to the list with items such as "an egg yolk from the side," "a bowl," "a plate under a napkin," etc. Trainees should feel free to turn the drawing any way they like.

RECOMMENDED ACTIVITY: LEFT BRAIN

Title: Cloze Dictation

Competency: The Volunteer will be able to listen to and write down specific information about a train schedule.

Materials: A brief text to be read aloud by Trainer.

Written copy of the text with portions deleted for each Trainee.

Procedure: Step 1. Hand out deleted texts to Trainees.

Step 2. Read passage once through at deliberate but natural-sounding speed while Trainees write missing words in the blank spaces. Then read passage a second or third time.

Step 3. Compare answers among Trainees and write correct answers on board. Then analyze the kinds of errors made in incorrect answers. Did the answer use good grammar, but not make sense (linguistically competent, but not communicatively competent)? Or did the answer have a grammar mistake, but still make sense (communicatively competent, but not linguistically competent)?

Example: At the (Train) Station

A round-trip train ticket from Kankakee to Chicago (costs) $23.75. The Kankakee-Chicago train (leaves) five times a (day), beginning at 6:15 a.m. and departing every three hours (after) that until 6:15 (p.m.). Try to get to the station about one-half (hour) before departure time to (purchase) your ticket.

In this passage, for example, enough information is provided by the context that the Trainees can probably supply the missing words even before hearing the passage. They will be delighted to see how many of their guesses about the missing words prove to be correct.

If, for example, a Trainee writes the word "buy" in place of the word "purchase" in the sample passage above, you can tell that the Trainee comprehends the passage even though the word choice was incorrect. If, on the other hand, the Trainee writes "person," a word that sounds like "purchase," but isn't a verb and doesn't make sense in the sentence, she does not fully comprehend the passage. You should be encouraging about the first kind of mistake--a substituted word that still makes sense linguistically and grammatically--and more concerned about the second kind of mistake, because "person" is phonologically close, but grammatically and linguistically incorrect.

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RECOMMENDED ACTIVITY: LEFT BRAIN (continued)

Variation: More advanced Trainees could supply missing words at more-frequent intervals, or even write the entire passage from scratch. Less advanced Trainees could be asked to write individual short sentences they hear, or write the words of a sentence in blanks that have been drawn on the blackboard.

For example, you could read the first sentence of the above passage aloud after drawing 11 blank spaces on the board, one for each word. This forces Trainees to listen very carefully and analytically to make sure they have heard all 11 words correctly.

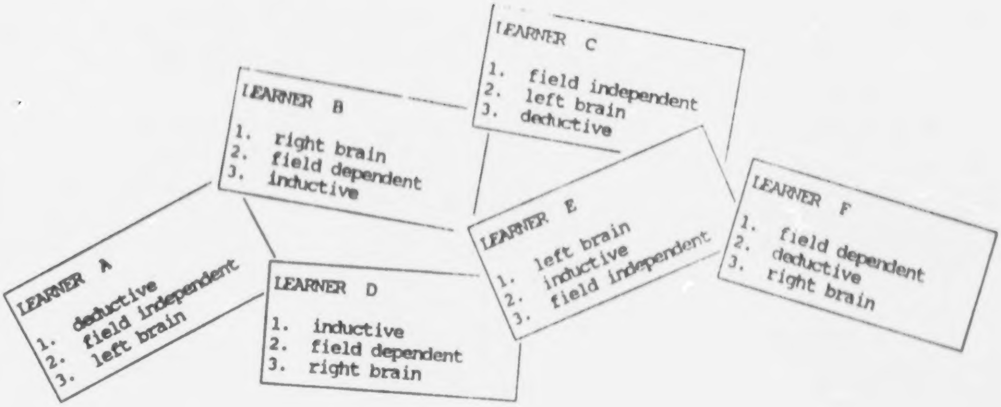
Combining Cognitive Approaches

Learners differ not only as to their preference for certain strategies but also as to which strategies among those they use are most important. That is, two learners may have basically the same preferences, but in different orders of importance. Take, for example, two learners who both favor inductive, field-dependent, and right-brain strategies.

One of the learners might say, "I like to figure things out for myself (inductive) and work together (field dependent), but mostly I just want to get a feel for the language (right brain)."

For the other learner, field-dependent activities may be more important than induction or right-brain processes. This learner says, "I like to figure things out (inductive), and I get tired of rules (right brain), but I'll do any kind of activity as long as I can do it with a friend (field dependence)." Both learners have the same preferences, but order them differently, and thus have different learning styles.

By combining these strategies into learning styles, a Trainer, using only the six cognitive approaches mentioned in this manual as the basis for analysis, could encounter learners with as many as 18 different learning styles! You may have begun to see how much versatility is needed to reach all the kinds of learners.


LEARNER C
1. field independent
2. left brain
3. deductive
LEARNER B
1. right brain
2. field dependent
3. inductive
LEARNER E
1. left brain
2. inductive
3. field independent
LEARNER F
1. field dependent
2. deductive
3. right brain
LEARNER A
1. deductive
2. field independent
3. left brain
LEARNER D
1. inductive
2. field dependent
3. right brain

MODES

The two modes, visual and auditory, comprise four language skills. Reading and writing belong to the visual mode. Listening and speaking make up the auditory mode.

All Trainees have the potential to perform each of these skills, but each learner usually favors one mode over the others. That is, a Trainee may have a visual style or an auditory style of learning.

You can help Trainees "learn how to learn" by increasing their ability to use both learning modes--all four skills--as strategies to increase their communicative competence. To that end, this section explains how each skill can be improved using the natural approach and gives some activities that can help to develop the four skills. (Of course, these activities can be classified according to their cognitive strategies as well, but since the focus here is on the four skills, we have classified them this way here.)

Auditory Mode: Listening

Several of the methods described in Part II, as well as the natural approach itself, consider listening to be the first skill that should be presented to a beginning language learner.

From a silent period to an entire "silent way," many language researchers believe that the receptive skill of listening comprehension should precede oral production, much as in the way a child learns her native language. This active period of listening familiarizes the acquirer with such linguistic features as phonemes, stress patterns, and intonational features of the new language, as well as the affective, or emotional, range of speech possible in the language.

An effective Trainer, or, in the case of a child, care giver, guides the listening with extra cues and helps the acquirer sort out individual words and phrases and associate them with meanings. This is called teaching vocabulary in context.

Following are some of the techniques that can be used to help learners get the meanings of words and phrases from context:

TECHNIQUES TO ASSIST LEARNING VOCABULARY IN CONTEXT

1. Bring in props and/or real objects and visual aids
2. Add accompanying gestures
3. Use simplified structures
4. Employ redundancy (or ways of repeating the information)
5. Use paraphrase (or different ways of saying the same thing)
6. Create contextual clues from other, known language

Often in language programs, the listening skill is combined immediately with the speaking skill, but this need not and even should not be the case. To guide your Trainees in the most vital skill of listening, you may want to spend many hours of class time developing this receptive skill before adding the productive skills of speaking and writing. (For further discussion of developing the listening skill, see "Total Physical Response," "Suggestopedia," and "Comprehension-Based Approach" in Part II.)

Research indicates that listening comprehension improves when the listener forms hypotheses, or ideas, about the information she is hearing. Sometimes the listener understands only a few of the words or phrases; hypothesis formation creatively fills in the rest. We do this in our native languages, and we learn to do it in a foreign language as well. The better our ability to make accurate guesses about the content of a passage, the faster we will acquire the language.

This ties in to the natural approach. In a real language environment, we do not hear individual sounds or words floating around but, rather, meaningful combinations of words and phrases in emotional contexts. Recognizing that, the way we teach listening should be directed not toward deciphering small, meaningless units of sound such as individual word contrasts and phonemes but toward comprehending a message.

Remember that language acquisition is optimal when the acquirer is exposed to comprehensible input, or content that is meaningful, challenging, interesting, practical, and given in a useful order--the features of optimal input discussed earlier in the section on the monitor model.

The activity "Listen and Draw" is one example of an exercise designed for delayed oral production. Other examples of this kind of activity, including some that involve more body movement, can be found in materials that explain the "total physical response" method, which are listed in the Part II references. The other activity in this section, "Reporting an Emergency," combines listening with writing and requires practice of hypothesis formation from incomplete information.

Activities in several other places in the manual show how listening can be used in combination with other skills, such as "Photos in Sequence" and "Where Am I?" at the end of the section on the auditory mode, and "Interview Pairs," which appears under the writing part of the section on the visual mode.

RECOMMENDED ACTIVITY: LISTENING

Title: Listen and Draw

Competency: The Volunteer will be able to follow oral instructions to perform a task.

Materials: Several small, common objects that can be hidden in a box or bag.
Box or bag to hide objects in.
Unlined paper and pencils for each Trainee.

Procedure: Step 1. Trainees use pencil and unlined piece of paper to draw according to Trainer's specifications. Trainer chooses an everyday object and describes how to draw it without revealing what object is. You cannot use words like "big" or "green" but instead need to tell how far to move the pencil, when to turn pencil in another direction, etc.

Step 2. Trainees may ask questions about the drawing as you proceed, such as relative lengths of lines, shapes, etc.

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RECOMMENDED ACTIVITY: LISTENING (continued)

Step 3. Collect drawings and compare them. See if Trainees can try to guess object by looking at all drawings together. Now take the object out of the box.

Example: Give the following directions: "Draw a circle and put a dot right in the middle of it. Draw a straight line out from the dot almost to the edge of the circle, and another, shorter straight line pointing in another direction out from the dot. What is this?"

Trainees should answer "a clock." You then take the clock out of the box. (Of course, this will only work when Trainees have been exposed to the object or tool you are describing. In the beginning, you may need to describe common classroom objects, but this can also be done later in the training, when the specific technical work of the Volunteer is beginning to be introduced.)

Variation: This activity was designed to focus solely on listening comprehension. If you want to combine the listening with other skills, you can give each Trainee a chance to describe an object while others draw it, thus practicing the speaking skill.

You can also have one Trainee describe a postcard or other drawing to other Trainees while they draw what they hear. This kind of description can be more direct, such as, "There's a tree in the left corner of the picture. There's a little boy sitting under the tree." Then the drawings can be compared with the picture, which is shown to the class, and the best "artists" can delight in the closeness of their work to the original--or everyone can laugh at how much her drawing differs from the original!

Another way to do this activity, which is appropriate for less advanced Trainees, is to place a number of objects on a table and ask each Trainee in turn to stand at the table and pick up the object you are describing. This can be as basic as saying, "It's green," and having the Trainee pick out the only green object.

RECOMMENDED ACTIVITY: LISTENING AND WRITING

Title: Reporting an Emergency

Competency: The Volunteer will be able to report an emergency situation.

Materials: A written or tape-recorded text of half a dialogue.

Procedure: Step 1. Read the Trainees the text or play the tape recording and tell them it is one side of a telephone conversation.

Step 2. Pass out copies of the dialogue to each Trainee and have them listen to it a second time.

Step 3. Trainees divide into pairs. Each pair writes comments or questions to fill in the other half of the dialogue.

Step 4. When each team has practiced enough, the group reconvenes and each pair performs its version of the completed dialogue for the rest of the class.

Example: A: Hello?
B:

A: Yes, this is ____.
B:

A: Are you kidding? What happened then?
B:

A: Who else is involved?
B:

A: Is there anything I can do?
B:

A: Okay. Good-bye.

Variation: If you have or can make picture cards showing people in various emergency situations--e.g., a house on fire, a car accident, a person with an injury--you can put Trainees in pairs and have one Trainee hold a card and describe the emergency to the other Trainee. The other Trainee writes down the information, and they compare notes to see how well the picture was described.

Auditory Mode: Speaking

Now what does the natural approach suggest for developing the speaking skill? Since we are trying to create a language-learning environment that lowers the affective filter and encourages communicative competence, speaking in your program should be focused on improving communication, not on achieving "perfect" pronunciation or grammatical constructions.

This may at times be a frustrating goal for you to maintain, because pronunciation and grammar have long been considered top priorities in foreign-language teaching. However, perfect pronunciation and grammar do not serve the goal of getting Trainees ready to perform essential competencies as soon as possible.

Obviously, your Trainees need to have pronunciation that is intelligible and grammatical constructions that are comprehensible, so you must keep some standards and encourage them to monitor their own output, when doing so does not cause anxiety or self-doubt. But the main emphasis of your speaking activities should be communication (function), not correctness (form).

One element to remember when planning lessons to develop the speaking skill is that cultural correctness is an important part of communicative competence. At the earliest opportunity, teach important courtesies and verbal rituals that are primary in your culture. They will give your Trainees early encouragement for their efforts, as well as spare them the unpleasantness or embarrassment of unintentional miscommunication.

The speaking activity chosen for this section, "Rejoinders," can be described as "conversation management"--or ways to keep a conversation with a native speaker going, even when the acquirer can't keep up with everything the native speaker says. These sounds, words, and phrases are worth their weight in gold to the beginning Trainee. They can pick up some by hearing you use them in the classroom, but you should make a conscious effort to see that they get a good repertoire of rejoinders.

We have also included a combined speaking-reading activity called "Grocery List," which is suitable for beginners.

RECOMMENDED ACTIVITY: SPEAKING

Title: Rejoinders

Competency: The Volunteer will be able to ask for and give directions to a bus station.

Procedure: Step 1. Present several phrases or sounds that are used in your language to continue a conversation. Do not teach more than five to seven at a time. Be sure to show the accompanying body language and facial features that usually go with these expressions, as well as several vocal inflections. Have the Trainees try each one of them.

Step 2. Give an imaginary situation to the class in which one person is reluctant to talk and the other person wants information from her. Split the class into pairs and have each pair prepare a dialogue using this situation.

Step 3. Have each pair present its dialogue to the class. Discuss the dialogues. Then have Trainees reverse roles in the dialogue, so that each Trainee has the opportunity to use the rejoinders.

Example: After teaching the phrases "Uh-huh," "I see," and "I'm sorry, I don't understand," present this situation: You want to find out where the bus station is, and only one person is within sight. This person seems very uninterested in talking to you. Trainees' dialogue might be something like this:

(A is the Trainee, B is the reluctant other party)

A: Hello.
B: Umm hmmm.

A: Say, I'm trying to find the bus station. Do you know where it is, please?
B: Down the road.

A: I'm sorry, I don't understand. Which road?
B: That one.

A: Oh, I see! How far down the road is it?
B: About ten minutes.

(continued on next page)

RECOMMENDED ACTIVITY: SPEAKING (continued)

A: Uh-huh. That's not very far, is it? Do you mean on foot?
B: Yep.

A: Well, then, thanks very much.

Variation: Trainees can choose their own situations. Encourage the pairs to dramatize the situation as much as possible.

RECOMMENDED ACTIVITY: SPEAKING AND READING

Title: Grocery List

Competency: The Volunteer will be able to read and write a shopping list.

Procedure: Step 1. Ask each Trainee to write a shopping list of things she needs to get at the grocery store or market. If the list is too short, ask them to make a list of the things they need to buy next time they are in a large town. (Adapt to your own surroundings.)

Step 2. Have each Trainee read back her list while another Trainee writes the list on the blackboard. Use the occasion to gently refine pronunciation and spelling and add necessary vocabulary words.

Variation: Trainee can write and read back other kinds of lists. For example, you can ask the Trainee to write all the necessary ingredients to make a particular meal or perform an agricultural task. These lists can be read back to the rest of the class. For Trainees at a more advanced level, you can have them write a description of a procedure as well as a list of ingredients.

Auditory Mode: Listening and Speaking Combined

Most language activities do not use a single skill in isolation, and there are many activities designed to focus on the auditory mode, in other words, the listening and speaking skills combined. In your language training program, this mode will probably take priority over the visual mode, because of the nature of most of the competencies your Trainees will need to perform. Therefore, a large proportion of your program content will probably be devoted to auditory activities.

In light of the importance of these activities, we include two additional examples of auditory activities that can help to build communicative competence in your Trainees. "Photos in Sequence" and "Where Am I?" are two group-oriented activities that will be very enjoyable for the more "field-dependent" Trainees. They improve auditory skills by providing challenging group tasks that leave plenty of room for individual practice without creating anxiety. Best of all, the tasks are fun as well as practical, a winning combination for any exercise.

RECOMMENDED ACTIVITY: LISTENING AND SPEAKING

Title: Photos in Sequence

Competency: The Volunteer will be able to describe a sequence of actions.

Materials: A set of drawings or photographs showing a clear, unambiguous sequence of activities, preferably common, everyday activities. There should be enough pictures that each Trainee can have one. If you own several such sets, they can be used for several competencies. These are not difficult to make--you can even make stick figures if they are clear and simple.

Procedure: Step 1. Announce to the Trainees that you have a set of photos (or drawings) that show a common experience from beginning to end. After scrambling the set, give each Trainee one picture, but do not let her show the picture to anyone else. Have them sit in a circle with enough distance between them that they cannot see the others' pictures.

Step 2. Now the Trainees must discover, by asking each other questions but not looking at others' pictures, the correct sequence. They must decide who has the first picture, who has the second, and so on, by questioning each other. When they all agree, they arrange themselves in order, still not showing their picture to anyone and speaking only in the target language.

Step 3. Have them turn their pictures over and discuss their choices. If the sequence doesn't make sense, talk about why it doesn't, and modify it. Have all Trainees describe their pictures again while the whole group looks at the pictures.

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RECOMMENDED ACTIVITY: LISTENING AND SPEAKING (continued)

Example: Make a set of six pictures showing a trip to the market. In the first picture, the stick figure goes into the market area. In the second, she points to the produce she wants to buy. In the third, the seller quotes a price. In the fourth, the buyer hands money to the seller. In the fifth, the buyer receives her produce. In the sixth, she leaves the market.

Variation: The sequence of actions can be based on a technical theme, such as how to make a seed bed or how to administer oral rehydration therapy. In these cases, the sequence of actions would be in imperative form ("First you . . . . . then you . . . ." in English).

RECOMMENDED ACTIVITY: LISTENING AND SPEAKING

Title: Where Am I?

Competency: The Volunteer will be able to give and follow oral instructions on how to get from one locale to another.

Materials: A large map clearly visible to the whole class. It can be a map of a downtown area, indicating streets and shops, or a regional map of your area, showing villages, etc. You should make clear, realistic markings if you are drawing it yourself. If you use a commercially available map, pick one that will have practical value for the Trainees. It is also possible to make each Trainee a small copy of the map rather than have one large map, depending on your resources.

Procedure: Step 1. Pick a starting point for the Trainees and tell them where it is.

Step 2. Using directions you have prepared carefully in advance, tell them how to get to your secret location. When you finish reading the directions slowly twice, ask, "Where am I?" In the beginning, it may help to trace your directions with your finger on the map, or have one of the Trainees stand at the map and do so. If they are following directions on their individual maps, they can trace the directions with the tip of their pencils.

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RECOMMENDED ACTIVITY: LISTENING AND SPEAKING (continued)

Step 3. Trainees give their answers. At this point you can either give the correct answer or read your directions a third time. This is a good opportunity to teach or review certain vocabulary words or locational prepositions, as well as common phrases for giving directions.

Step 4. Have Trainees spend a few minutes preparing directions for the rest of the class on how to get to their secret location. You can either specify the starting point or allow Trainees to pick both starting and finishing points. Have each Trainee in turn get in front of the class and slowly give directions two or three times. See how well Trainees can give and take directions from each other.

Example: Directions on a map of a school complex might be something like: "Start at the front gate and take a left. Walk about 500 meters until you see a fountain, then enter the building by the fountain. Where am I?" Trainees answer, "You are at the library."

Visual Mode: Reading

Volunteers' reading needs will vary from program to program, and the amount of reading you introduce will depend greatly on your needs assessment (this is discussed in depth in Part III). Reading, like listening, is a receptive skill and precedes the productive skill of writing, the other half of the visual mode.

Like listening, reading must provide comprehensible input that is interesting, challenging, practical, and presented in a meaningful order to optimize language acquisition. Reading introduces many structures and vocabulary items in a natural context, helping move the acquirer to the next level of development.

Aside from the fact that both are receptive skills, listening and reading have several other important things in common. Both were considered to be "passive" skills in language-learning programs of the past, but we now consider them to be just as "active" as speaking and writing, even though the activity is "inside" the learner and not visible to an outsider.

Additionally, both are skills that require hypothesis formation, that is, the ability to make guesses about the meanings of unknown words from the context in which they appear. This guessing skill is absolutely essential to language development. As an acquirer improves her language skills, the guessing becomes less random and more accurate. You can help to increase that accuracy by encouraging hypothesis formation in your activities.

"Scrambled Words and Sentences," a reading-only activity, and "Backwards Reading Comprehension," a mixed reading-writing activity, are designed to encourage hypothesis formation.

RECOMMENDED ACTIVITY: READING

Title: Scrambled Words and Sentences

Competency: The Volunteer will be able to orally name, read, and write types of local crops.

Materials: Trainer's answer key.

Procedure: Step 1. If Trainees are at a beginning level of reading, you can simply scramble, or rearrange, the order of letters in some words they have learned to read. These scrambles (sometimes called "jumbles") can be written on the blackboard and solved as a group, with everyone calling out the words, or written on a piece of paper handed to each Trainee, to be solved individually.

Step 2. Answers are written on the board or spelled out loud by Trainees.

Step 3. The same procedure can be repeated with the order of words in a sentence. Write the scrambled word order on the board, including the final punctuation. (If your language capitalizes the first letter of the first word of a sentence, keep the first letter of that word capitalized.)

Step 4. Have Trainees write the correct word order on the board, and discuss the word order together. This kind of exercise can be repeated at many points in your program, when new structures and phrases are introduced.

Example: If you are doing a unit on local crops, you could give a list of scrambled words such as the following, a day or two after introducing the vocabulary words:

N O R C (corn)
A Y M (yam)
N N A A L P I T (plantain)

(continued on next page)

RECOMMENDED ACTIVITY: READING (continued)

Then you could give some scrambled sentences on the same topic, such as:

in harvest July is Corn usually ready to.
(Corn is usually ready to harvest in July.)

The discussions that come out of Trainees' answers, and analysis of their incorrect answers, can yield fascinating discoveries about the syntax of your language, in a natural, nongrammatical way.

Variation: Many variations are possible with this activity. Trainees can bring in their own scrambled words and sentences and give them to the other Trainees. The class can be split into two, and a friendly competition can take place to be the first group to solve the scrambled sentences correctly. More advanced Trainees can work with scrambled sentence order in a paragraph. For example, you could write a scrambled paragraph describing a procedure, such as cashing a check at the bank, and Trainees would reorder it in the correct order, according to their understanding of the procedure.

RECOMMENDED ACTIVITY: READING AND WRITING

Title: Backwards Reading Comprehension

Competency: The Volunteer will be able to read and orally explain laws for riding a motorcycle in the host country.

Materials: Real pamphlets from the Department of Transportation. If Trainees are unable to make sense of the brochures--that is, if they are far beyond their level--write a simplified brochure with basic information about driving rules, etc.

A sheet of questions about information in the brochure for each Trainee. Make the questions appropriate to the reading level of the Trainees. If their level is elementary, ask easy yes/no questions. Leave two answer lines for each question.

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RECOMMENDED ACTIVITY: READING AND WRITING (continued)

Procedure: Step 1. Hand out the question sheet and have Trainees read the questions silently or out loud. Talk about any unknown vocabulary items.

Step 2. Ask everyone to invent a possible answer for each question and write it on the first blank line below the question. They should guess based on any clues they may pick up from reading all of the questions, their general life knowledge, or just wild speculation; even humorous answers are welcome.

Step 3. Circulate among the Trainees to answer questions about vocabulary or grammar and to guide responses.

Step 4. Read the first question aloud and let each person in turn read the answer she wrote. Repeat for each question.

Step 5. Pass out the brochures (or simplified lists of rules) and give Trainees time to read them silently. Have Trainees write their answers again on the second line--but only if they differ from their first guess. You will hear delighted expressions from Trainees whose original guesses were right.

Step 6. Now ask the group to close their brochures, put away the question sheet, and take out a fresh piece of paper. Announce that you will read the questions again and that they should write the correct answers.

Step 7. As the final step, read each question aloud one more time. The group should answer orally. Invariably, all of the Trainees will answer all of the questions correctly and without hesitation.

Example: Questions for beginning readers could be like the following, with a simplified list of rules like the one below:

RULES FOR MOTORCYCLES

1. Every motorcycle driver must have a valid driver's license.
2. All motorcycles need horns.
3. You must be 18 years old to drive a motorcycle.

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RECOMMENDED ACTIVITY: READING AND WRITING (continued)

Question Sheet (given before above list is distributed)

1. Do you need a driver's license to drive a motorcycle?
2. Do motorcycles need horns?
3. How old must you be to drive a motorcycle?

Variation: This entire sequence can be done as a listening activity, by giving oral questions in advance, having Trainees speculate on possible answers, then reading a passage out loud several times. Again, the kind of questions you ask should be based on the Trainees' level of proficiency.

Visual Mode: Writing

As you might expect, the writing mode is likely to be integrated last among the four language skills, and this is probably quite appropriate to your program's needs.

According to the natural approach, writing is different from the other productive mode, speaking, in an important respect: Writing is not time bound, that is, it can be done at whatever speed the acquirer chooses. Writing can therefore be more accurate and error free than oral production, since the acquirer can look over her writing in a leisurely way and monitor errors.

Using the monitor model's monitor to spot and correct errors can be effective if three conditions exist: The production has no time limit, the learner knows the rule being monitored, and the emphasis of the activity is on correctness, not communication.

Writing meets the first condition by its very nature, since there is generally no time limit in writing tasks. For this reason, writing may be the best vehicle for using the monitor. One of the best times to use the monitor is during rewriting, when the focus is clearly on spotting errors rather than on the creative process of composing. It is less optimal to work on error correction when communication is going on, that is, when producing the first draft of a writing assignment.

The activity we have chosen to illustrate development of beginning writing skills, "Picture Description," requires enough descriptive acuity to separate pictures by their written descriptions, but at the same time requires only very short sentences and rudimentary vocabulary. Open-ended writing about a picture stimulates right-brain activity and can be very relaxing, which in turn lowers the affective filter.

Like all the other skills, writing should always be viewed in terms of its potential for communicative competence, rather than as an end in itself. Thus, to illustrate combined listening and writing, we also present an activity that encourages social exchange, called "Interview Pairs."

RECOMMENDED ACTIVITY: WRITING

Title: Picture Description

Competency: The Volunteer will be able to describe daily activities.

Materials: A group of same-size pictures pasted on index cards or stiff paper. There should be enough for each Trainee to have a choice among several cards. The pictures can be obtained by cutting out pictures from advertisements in magazines, etc.

Procedure: Step 1. Distribute cards, either by letting Trainees pick one or by handing them out arbitrarily.

Step 2. Give 10 to 15 minutes for Trainees to write about the picture. The writing should be descriptive and detailed.

Step 3. Collect the writing and the cards. Place the cards on a table and have Trainees gather around the table and look at them. As you read each description aloud, without identifying the writer, Trainees try to identify which picture is being described. One by one, the pictures are eliminated.

Example: You can use a set of cards showing people involved in everyday activities, such as washing clothes, eating dinner, etc. Then the Trainees can practice describing these various activities in written form, for example: "There are two people in the picture. The man is shaving and the woman is combing her hair. They are busy. It is morning." The more similar the pictures, the more fun it is to discuss the differences among them.

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RECOMMENDED ACTIVITY: WRITING (continued)

(A set of small pictures like this can be useful in numerous activities. You can add to your collection over time until you have a good variety to choose from. If you don't have access to glossy magazines, perhaps your Trainees have old issues of magazines they can give you for this purpose.)

Variation: You can focus on different aspects of the pictures you are using according to your lesson plan, such as colors, distances, descriptions of people, places, clothing, etc.

RECOMMENDED ACTIVITY: LISTENING AND WRITING

Title: Interview Pairs

Competency: The Volunteer will be able to exchange information about family background.

Procedure: Step 1. Put Trainees in pairs.

Step 2. Have Trainees interview each other for a fixed period of time. Trainer can put some cue words on the blackboard to stimulate questions on certain topics, or teach some question formats before this exercise.

Step 3. During interview process, Trainees should take notes about the information they obtain. Then they can organize the information into a composition about their partner. This can be done in or out of class.

Variation: Compositions can be read to the rest of the Trainees, thus heightening interaction among class members.

The Visual Mode: Reading and Writing Combined

A final word about combined reading and writing: Acquirers will write, and speak, better when they get optimal input in the visual mode, that is, reading that is pleasant, relevant, at an appropriate level, and not too overwhelming. Use readings from authentic sources when possible, on lively topics or with cultural interest. That way, your Trainees' language acquisition will proceed rapidly and with a lowered affective filter. And don't forget that symbols, abbreviations, road signs, etc., are all part of "reading" and may be important to the competencies of your Trainees.

Following is a combined reading-writing activity that has worked quite well in language training situations like yours. It is called "Dialogue Journal" and gives Trainees a chance to develop an ongoing one-to-one relationship with the Trainer by means of a journal.

RECOMMENDED ACTIVITY: READING AND WRITING

Title: Dialogue Journal

Competency: The Volunteer will be able to describe similarities and differences between the new culture and the United States.

Materials: A bound notebook for each Trainee that is not used for other purposes.

Procedure: Step 1. Trainee is asked to write something in the journal for the Trainer to read. It can be any length, on any subject. Focus should be on communication, not on mechanical features. The first entry may be only one word, a brief sentence, or even a picture, according to Trainee's knowledge of the language.

Step 2. Trainer writes to the Trainee in the next space under the Trainee's entry, responding to the content, with no corrections. This entry, too, can be any length, but should be sensitive to how much the Trainee can understand, in both difficulty and length of your response.

This dialogue could continue on a frequent, regular basis, for example, once a week or more, as the training program continues. Trainees are delighted to see their writing skills increase, and write increasingly more challenging entries. The Trainer's role is that of a participant in

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RECOMMENDED ACTIVITY: READING AND WRITING (continued)

an ongoing, written conversation with the Trainee rather than of an evaluator who corrects grammar or comments on the writing. The goal is communicative competence.

Trainees' dialogue journal entries provide continual feedback about what they understand in class as well as their language progress. As Trainees continue to write entries and read the Trainer's entries, they develop self-confidence in their ability to express themselves in the target language.

Variation: Dialogue journals can be kept between individual Trainees, or a class journal can be kept, in which each Trainee writes something in response to an initial entry by another Trainee. The Trainer can also start things out by making the first entry. This exercise is a surefire success!

INTEGRATING STRATEGIES AND STYLES: SUMMARY

As you can see, there are many ways to encourage communicative competence in language training, just as there is a wide range of personal learning styles. It only makes sense, therefore, that you will reach the greatest number of Trainees by introducing a variety of activities, so that each Trainee will have opportunities to interact in her preferred style as well as in new ways.

You have probably realized by now that not only do Trainees have different learning styles, but you yourself have a preferred training style, with certain favorite activities and approaches. We suggest that you identify your own preferences and strengths, examine and build on them, and then try to incorporate activities in your language training you may never have tried before.

You will discover that each Trainee will respond differently to each of these activities. Some will not like a certain activity, or will like it but not do very well at it; others will do well in activities they nevertheless dislike. In addition, you may find some of your results discouraging. Just try to remember that in language acquisition, as in eating, a varied diet makes things more appetizing, easier to digest, and more nutritious.

We have introduced the learning styles and modes to give you the means to analyze your Trainees, your program content, and your training style more effectively, and to remind you that differences in style do not signal "better" or "worse" learners but merely different kinds of learners. If you strive in all your training to keep the affective filter low while giving optimal input, you will find that these stylistic variations can work to everybody's advantage.

Finally, we include three more sample activities, all of them integrating several strategies. "Doctor, It Hurts" and "Rules of the House" combine both modes with several subskills, while "Sharing a Song" presents a way to share a part of your culture with Trainees.

RECOMMENDED ACTIVITY: INTEGRATED

Title: Doctor, It Hurts

Competency: The Volunteer will be able to describe and write about physical ailments.

Materials: Several drawings or photographs of people with certain physical complaints. These can be simple, cartoonlike drawings, photographs, or pictures taken from magazines. They can show somebody who has broken a limb in an accident, someone with a headache, etc. The more information contained in the drawing, the better. (For example, if a drawing shows a person with a stomachache, perhaps a plate of sausages from last night's dinner can be shown in a cartoon bubble above the head of the sick person.)

Procedure: Step 1. Put the Trainees in pairs. Let one Trainee in each pair see the picture showing the physical complaint. This Trainee describes her physical symptoms to the other Trainee, who asks questions and takes notes.

Step 2. The other Trainee writes up a summary of the "sick" Trainee's physical complaints. The picture is then shown and the two change positions with a new picture.

Variation: This can be done as an "accident report," too. Collect or draw pictures showing various minor accidents, for instance, dog bites or bicycle collisions. Have one Trainee play the police officer and the other Trainee describe the scene depicted in the picture without letting the police officer see the picture. Then have the police officer write up the accident report.

RECOMMENDED ACTIVITY: LISTENING AND READING

Title: Rules of the House

Competency: The Volunteer will be able to read and explain rental conditions.

Materials: A prewritten list of rules for living in a new house or apartment, from landlord's perspective.

A set of multiple-choice questions paraphrasing some of the points mentioned in the landlord's text.

Procedure: Step 1. Explain that you are speaking as a landlord and each Trainee should consider himself or herself to be your new tenant. Then, working freely from the list, explain the rules of the house to the Trainees, using a natural tone of voice.

Step 2. Pass out the multiple-choice questions and let Trainees look at the questions before you give the rules a second time.

Step 3. Give the rules a second time, and third time if necessary, each time speaking extemporaneously, without looking at the list. Each version of the explanation will thus be slightly different, which will aid in Trainees' comprehension. Trainees then circle the letter of the closest paraphrase. Compare answers. This is an excellent time to discuss various ways to paraphrase information. Encourage Trainees to look at paraphrased information for the basic idea, and to find creative ways to paraphrase information they receive.

Example: The list of rules could be something like this one:

1. Don't play any music after 9 p.m.
2. You can have guests, but only of the same sex.
3. We eat dinner together at 7 p.m.
4. Always wear a shirt and shoes to dinner.
5. No animals are allowed.

These are the kind of multiple-choice questions you could ask:

1. What time do you have to be quiet?

a. after 6 p.m. b. after 9 p.m. c. until 9 p.m. d. always

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RECOMMENDED ACTIVITY: LISTENING AND READING (continued)

2. What should house members wear to dinner?

a. a shirt b. shoes c. anything they like
d. a shirt and shoes

Variation: For beginning-level Trainees, the multiple-choice questions may be too difficult. You can write true/false questions instead.

Example: Animals are allowed in the house. T F

RECOMMENDED ACTIVITY: CULTURAL FOCUS

Title: Sharing a Song

Competency: The Volunteer will be able to sing (or sing along with) a traditional song.

Materials: Written lyrics of song (optional if the song has few lyrics).

Someone who can sing the song or a cassette of someone singing the song.

Procedure: First, you must choose the song. This is the most important part of the activity. The song should be (1) beloved or enjoyed by people of the area where Trainee(s) will live; (2) repetitive and with relatively few words--a lullaby, work song, or celebration song would be a good choice (e.g., "Happy Birthday to You"); (3) musically easy to sing for nonmusicians from outside the culture; and (4) culturally revealing but not controversial--a song that would not be embarrassing to anyone to hear or sing. Given these factors, you can probably think of a song right away. If not, talk to other people from your country for ideas.

Step 1. Let Trainees hear the song performed in full, possibly several times, to familiarize themselves with its contours.

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RECOMMENDED ACTIVITY: CULTURAL FOCUS (continued)

Step 2. Introduce any unknown vocabulary and the full lyrics of the song. Ask questions to see how much Trainees understand, and fill in the gaps. Talk about the cultural context of the song: when it is sung most often, its history, who is likely to sing it, etc.

Step 3. Write the text of the song on the blackboard, or give out song sheets with the text. Play or sing the song through again, while Trainees try to sing along some of the words.

Step 4. Gradually fade the recorded music (or your voice) out as the Trainees get louder, until they are finally singing the song with little or no assistance. This must be done gradually, without calling any attention to the fact. Suddenly, they will find they are singing the song by themselves!

Variation: This format can vary according to the kind of Trainees you have. You may have a very outgoing, musical group, perhaps with a musician who can accompany the group. If, on the other hand, you have a group that considers itself "tone-deaf," never force the singing, and certainly, never insist that any Trainee sing individually. You should plan to review the song once a week or so, and several Trainees will probably come to memorize it. It will be a pleasant reminder of their stay in your country, years later.

We close this section with a summary checklist of questions to ask yourself when you are deciding whether to include an activity in your program. This checklist can also serve as a reminder of the main goals of the natural approach and the principles of the monitor model.

SUMMARY ACTIVITY CHECKLIST

	Yes	No
In terms of CONTENT, is the activity:		
1. comprehensible?	Y	N
2. practical?	Y	N
3. interesting?	Y	N
4. challenging?	Y	N
5. chronological for order of competencies?	Y	N
In terms of FILTER, does the activity:		
1. encourage relaxation?	Y	N
2. encourage risk taking?	Y	N
3. increase learner self-confidence?	Y	N
4. raise tolerance for ambiguity?	Y	N
In terms of COMMUNICATIVE COMPETENCE, does the activity:		
1. create a relaxed atmosphere in the classroom?	Y	N
2. encourage communication, downplay perfection?	Y	N
3. maximize peer interaction?	Y	N
4. teach the language, not about the language?	Y	N
5. use authentic language?	Y	N
6. show versatility and creativity?	Y	N

LANGUAGE ACQUISITION AND THE OLDER LEARNER

In this last section of Part I we discuss some of the challenges of and possibilities for working with older learners in language training programs. Following a brief summary of research comparing child and adult learners, we discuss older learners from three standpoints:

1. Possible physical differences from younger learners and how to work with them.
2. Common attitudes among older learners and how to take account of them in your program.
3. Likely learning strategies and styles used by older learners, and how to be sensitive to those preferences.

At the end of this section are a few comments on out-of-class supplements for the older learner.

We very much believe that the older learner can excel in language study and that the sometimes disappointing results of language training programs including older learners often are due to a lack of understanding of their particular learning styles. We think you will see that the natural approach is well suited to meeting the needs of the older learner.

WHO IS AN OLDER LEARNER?

The explanations and activities presented in this manual are meant to apply to all learners of a new language. However, this section is directed to Trainers of older learners in particular, since older learners are entering Peace Corps training programs in much greater numbers than before.

First, let's define what we mean by an "older learner." Older than whom? Is there a certain age bracket?

Generally, we mean people who are more than 50 years old, as opposed to the broad category of "adult learners," which can include anyone older than a teenager. However, in many cases, the decisive characteristic is not the person's age but how long he has been away from a learning environment, whether formal or informal.

Of course, no older person possesses all of the characteristics described here for older learners, and some may not possess any of them. We merely give some generalities about older learners that may help you understand and serve their needs more successfully. Older learners, like learners of any age, will have differences in personal learning styles, preferred modes, and so on.

PHYSICAL FACTORS IN OLDER LEARNERS

Recently, the field of adult education in the United States has undergone a great period of growth. More and more older adults are returning to school, taking up new careers, and working as volunteers in the United States and abroad. Research on learning in older adults has expanded, and new information about the ways older adults learn best is now available. This research applies to learning in any discipline, including second-language learning. We attempt to apply the general characteristics of older learners to the specifics of studying a second language.

First we discuss physical factors affecting older learners and how they can be taken into account in your language training.

1. **Sight and Hearing Changes.** Some older adults may be experiencing changes in vision or hearing that make it harder to analyze the language input. Hearing and vision losses that come with older age, even when not significant in using one's native language, can provide an additional frustration to an adult trying to get the precise sound or appearance of a word, thus creating a greater affective filter.

What Trainers Can Do

> You can lessen frustration by several means. First, a delayed period of oral production will give older learners a strong base of listening comprehension so they will not need to strain so much for every word. It will also help them to develop listening strategies, which make context more important than individual words or sounds. Along with this, you can put less stress on "perfect" pronunciation, spelling, etc., thus lessening their anxiety about hearing or seeing "perfectly."
>
> Second, you can provide many different kinds of activities for older Trainees, so that they learn to rely less on precise discrimination of sounds or letters, and more on the context, for comprehension.

Finally, you should make sure your classroom conditions are as amenable as possible to those with hearing or vision problems. Make sure the room has plenty of light. Make visual aids large enough to be clearly seen, and write clearly and legibly when you use the blackboard. Try to speak clearly and loudly enough, without distorting the natural sound of the words you are teaching. Situate older learners with problems like these in locations that will provide the clearest input.

2. **Short-Term Memory**. Some older adults have weaker short-term memories, which means that material presented may take longer to incorporate into their language systems. But research shows that this is not necessarily the case; in fact, older learners show no significant differences from younger learners in retention when the material is well learned initially.

Problems with short-term memory seem to come from three kinds of input: (1) meaningless learning, especially when the learner has no handy way to organize or use it (memorizing word lists and performing repetitive drills are not useful to the older learner); (2) complex learning, especially if interruptions take place during the learning process (lengthy explanations, especially of grammar points, usually have little impact on the older learner's acquisition and may create confusion); and (3) learning that requires reevaluation of earlier learning, especially if the tasks are confusing or unusual (introducing something one way on one day and in another context on another day, for example, could create confusion, especially if the activity requires a lot of inductive thinking, since the older learner might come to incorrect conclusions).

The factor of short-term memory strengthens the case for the natural approach, since it opposes using rote memorizations or drills that are likely to cause the older learner problems. Consistent and thorough use of the natural approach will help older learners overcome memory problems.

What Trainers Can Do

As well as needing plenty of clear, meaningful, and interesting materials, older learners need a larger quantity of comprehensible input than younger learners in order to build their stock of language. This can be done in various ways. A longer program for older learners is ideal--provided it does not lessen their opportunity for rest and relaxation. Short of that possibility, a trainer should reinforce new material by giving learners plenty of time to use and integrate it.

As well as benefiting from having a larger amount of comprehensible input, older learners can be helped in exercising their memory if they are given a delayed period of oral production. In this way, they can direct their attention entirely to comprehension, without the anxieties of having to produce language in the classroom.

Finally, integrative, competency-based tasks will probably work best, because they are meaningful and create strong incentives for mastery. Additionally, they can be easily related to existing competencies in the learner's first language.

3. **Slower Responses.** Older adults are not as quick in their responses as younger ones. This physical reality, and the fact that most intelligence and achievement tests have traditionally had a built-in speed factor, are probably why people have gotten the--incorrect--idea that intelligence or learning ability declines with age.

One researcher has separated intelligence into two types: "fluid" and "crystallized." Fluid intelligence, which favors memory span, sensory perception, and flexibility in new situations, declines somewhat with age, while crystallized intelligence, which calls for judgment, knowledge, and experience, actually increases with age.

As you evaluate the needs of your Trainees in light of these two kinds of intelligence, you will probably find that your older Trainees will do best in tasks requiring their judgment and life experience and less well in tasks requiring a great deal of precision or speed.

This does not mean that they are acquiring less or that they are "slower learners." It means they are struggling to integrate the new material into the information they already know. It may also mean that they are using the monitor more frequently, since they have a greater number--relative to younger learners--of prior rules in short- and long-term memory.

What Trainers Can Do

The fact that older learners have slower responses suggests that the older learner should feel no time pressure in the classroom. This is true for all learners, but is especially important for older learners, who can easily be demoralized by comparing their speed of response with that of younger learners.

You may believe that having the Trainee produce language rapidly is an important goal in your program. Examine carefully whether speed is really a necessary function of the competencies the Trainee needs to perform or merely for academic purposes like tests or drills. If speed is an important part of the competency, you can encourage greater speed as the Trainees' confidence increases. However, if the speed is needed only for tests or drills, it serves no useful purpose and should be eliminated as a goal.

4. **Pronunciation**. Finally, research indicates that adult learners of any age are less likely than children to speak the new language "like a native," or free of an accent. Since muscular patterns in and around the mouth as well as phoneme patterns become more reinforced over the years, it may be particularly hard for an older learner to produce new sounds with complete accuracy. Add to this embarrassment at moving the mouth in new ways, and you may find older learners doing less well than their younger counterparts in pronunciation.

What Trainers Can Do

Since the goal of Peace Corps language training is to be able to communicate in the target-language culture, not to be taken for a member of that culture, the goal of nativelike pronunciation is not important in your training program. Your focus should be on Trainee comprehensibility, which is no harder for older learners than others.

To some extent, those Trainees who want most to have nativelike pronunciation will be those that excel most at it, because they will work hardest on their own to achieve it. You can be most helpful to these highly motivated Trainees as a native speaker when communicating with them one on one.

ATTITUDES AMONG OLDER LEARNERS

Affective or attitudinal factors are commonly present in older learners whenever they are learning something new, but they are even more intense in the anxiety-producing task of learning a new language. You can have a decisive and positive effect on those attitudes.

1. **Higher Filters**. Older learners tend to have higher affective filters--that is, they are easily embarrassed or ashamed by what they see as big mistakes. This is sometimes a result of their having been outside a learning environment for a long

time and sometimes a result of their having studied earlier in a much more rigid, less supportive environment.

This characteristic can have many manifestations: unwillingness to participate, dropping out of an activity in progress, temperamental outbursts, depression, or even leaving a training session before it is over. These are serious problems and should be treated as such.

Lowering the affective filter is probably the most important thing you can do for all of your Trainees. But it is even more important to work on this with older adults, because they will probably put up more resistance to your attempts than younger, more confident learners.

What Trainers Can Do

With older learners, lowering the affective filter means helping to build confidence on many levels and being patient with their developmental stages. It is also important to refrain from judgmental or critical comments, allowing "mistakes" to pass while learners reach the goal of greater communicative competence.

Another thing the Trainer can do to lower the affective filter in older learners is to sometimes simply give them the words they are struggling to find when answering questions. This creates a sense of encouragement and lowers anxiety about participating in class.

Finally, a minimum of attention should be paid to the monitor--that is, less emphasis should be given to grammar and other rules. Teaching too many rules often overwhelms and confuses the older learner and divides the class according to learning styles. Instead, efforts should be made to relax the monitor and thereby lower the affective filter, easing language production.

2. **Distrust of Nontraditional Classrooms.** Sometimes, older learners may need to be reassured that your communicative activities are part of a larger purpose or plan. They may think of "school" as a place in which the students sit quietly while the teacher (who knows all the answers) lectures them. This, of course, never works in language learning, and especially not with the natural approach. After all, the natural approach is about as unlike their previous educational experience as it could be. This approach, like other contemporary methods, places the learner at the center of the learning process and uses many creative, participatory activities.

Use of the natural approach may lead some Trainees to mistakenly believe that the Trainer does not know what he is doing, leading to a clash of wills.

What Trainers Can Do

You may need to demonstrate that your classroom has a more relaxed and creative atmosphere than classrooms of their childhood by your choice, not because you lack control or formal skills. This need not be stated as such, but shown through your careful guidance and conscientious "spiraling" of material. (Spiraling is discussed further in Part III.)

Convincing these learners that naturalistic communication activities will improve their language skills more than formal classroom routines will become easier as your training proceeds, because they will see the results for themselves. For example, an activity that requires role playing, singing, or following oral commands may make Trainees embarrassed at the beginning, but this discomfort usually disappears as they taste success. If resistance to nontraditional activities remains an issue, it is probably a result of the continuing frustration felt by learners who are not breaking through their affective barriers.

3. **Lower Self-Esteem as Learners.** Many people believe that older adults cannot learn a second language, contributing to low morale and low self-esteem in these learners. Sometimes older adults themselves believe this myth and feel doomed to failure. We have already discussed the possible origins of this misconception. It is important that it be dispelled as quickly as possible, to create a positive atmosphere for learning.

What Trainers Can Do

Here, as in other situations concerning attitude, you can have enormous impact by showing in every way that you have confidence in the ability of each Trainee to acquire your language. When a Trainer truly believes that older adults are less capable, it is immediately apparent and can create a "self-fulfilling prophesy."

The best way for you to demonstrate your confidence in older learners is to examine your own attitudes on the subject. Are you privately giving up on older learners and demanding less of them in class? Are you overcomplimenting them in a way that shows you didn't expect them to achieve success? These two common ways of overcompensating for a lack of confidence in older learners can be as damaging as the other extremes of being too demanding or not supportive enough.

In addition, are you creating an atmosphere in which Trainees can work cooperatively, rather than competitively? A cooperative environment can make all the difference to an older learner.

You may want to address the issue of older learners' ability directly in class, pointing out that no research whatsoever has indicated lower ability in older learners, and that in fact there are many factors that favor the older learner.

STRATEGIES, STYLES, AND MODES USED BY OLDER LEARNERS

Finally, we briefly mention the subject of strategies, styles, and modes among older learners. Older Volunteers are likely to show a preference for the following learning strategies or styles:

1. **Field dependence**, from years of experience in families and with co-workers on the job. Thus, the kinds of activities described in the field-dependence part of the previous section will probably be most successful with and appreciated by your older learners.

2. **Induction**, because of the highly developed critical skills that come from meeting the challenges of life (this despite the fact that older learners are more accustomed than younger learners to deductive approaches in school-like settings). Some of the older Volunteers' best experiences in language training can be working in small groups to figure things out.

3. **The visual mode**, because they do not trust their ability to hear accurately in the new language. They may even reject opportunities to learn by means of listening to the radio or television. In class, if pencil and paper are not available while the target language is being spoken, they may become so nervous that their filters block learning through the auditory mode.

You can work better with older learners if you recognize these preferences while at the same time making sure that no single strategy or mode predominates to the exclusion of others. In an orally oriented program such as yours, Trainees must be encouraged to rely less on written notes; you can wean older Trainees from constant note taking by retelling and re-presenting oral materials enough times that they build confidence in their listening abilities. At the same time, you can continue to write the key words or phrases of your oral material clearly on the board.

OUT-OF-CLASSROOM CONSIDERATIONS

Finally, several considerations may be useful to Language Training Coordinators in structuring the nonclassroom aspects of the language training program and in discussing other services offered to Trainees with your co-workers.

Here are a few suggestions for enriching the language acquisition of the older learner beyond the classroom. Older learners may need more "comprehensible input" than your class time allows, and there are creative ways to increase that input.

Can you perhaps help to place the older learner in a situation where there are young children who can play language games with the learner and thus naturally reinforce phrases and structures? This can be a great form of natural reinforcement in a pleasant environment.

Can you find another elderly person from your country who could become a companion to this older learner, perhaps someone with whom he has some activity in common? If the Trainee learns the words involved in, say, knitting or gardening, or anything else that engages him, related competencies can be acquired more easily.

You might find a partner of another age as well. The important ingredient is a patient, friendly, communicative person who can act as a companion and guide during the preservice training and perhaps beyond.

And don't forget that older learners often know themselves what they need and how they learn best. Ask them how they feel about their training experience. They may have some ideas you haven't thought of. What's more, they will appreciate being asked.

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PART I -- LIST OF RECOMMENDED ACTIVITIES

All of the activities, unless otherwise noted in their full description, are for beginning-level or low-intermediate-level Trainees. (Abbreviations: **T Presents**: Trainee presents something to the class; **Ind.**: activity consists of individual work; **Indpt.**: Independent; **Dpnt.**: Dependent; **Group work**: class works as a group on project; **Train.**: Trainer; **Pair**: Trainees work on project in pairs.)

	NAME	SECTION	PAGE	CLASS TYPE	SKILL
1.	Street Addresses	Deductive	36	Trainer-led	Listen/Write
2.	Missing Dialogue	Inductive	37	Pair, Group	Read/Write
3.	Family Show-and-Tell	Field Indpt.	40	T Presents	Speaking
4.	Group Story	Field Dpnt.	41	Group work	Speaking
5.	Personal Flags	Right Brain	43	Ind., Group	Speaking
6.	Food "Droodle"	Right Brain	44	Group work	Speaking
7.	Cloze Dictation	Left Brain	45	Trainer-led	Listen/Write
8.	Listen and Draw	Listening	49	Trainer-led	Listen
9.	Reporting an Emergency	Listening	51	Pair, Group	Listen/Write
10.	Rejoinders	Speaking	53	Pair, Group	Speaking
11.	Grocery List	Speaking	54	Group work	Speak/Read
12.	Photos in Sequence	Listen/Speak	55	Group work	Listen/Speak
13.	Where Am I?	Listen/Speak	56	Trainer-led	Listen/Speak
14.	Scrambled Words	Reading	58	Group work	Reading

(continued on next page)

PART I -- LIST OF RECOMMENDED ACTIVITIES (continued)

	NAME	SECTION	PAGE	CLASS TYPE	SKILL
15.	Backwards Reading Comprehension	Reading	59	Ind., Group	Read/Write
16.	Picture Description	Writing	62	Ind., Group	Writing
17.	Interview Pairs	Writing	63	Pair, Ind.	Listen/Write
18.	Dialogue Journal	Read/Write	64	Ind., Train.	Read/Write
19.	Doctor, It Hurts	Integrated	66	Pair	Speak/Write
20.	Rules of the House	Integrated	67	Trainer-led	Listen/Read
21.	Sharing a Song	Integrated	68	Group work	Listen/Speak

PART II

METHODS

INTRODUCTION

Part I introduced the concepts of the monitor model and the natural approach, the competency-based curriculum, individual learner styles, and the needs of older learners. These form a basis upon which to select training activities and evaluate materials.

Part II presents eight traditional and contemporary language teaching methods which are described here in the same sequence in which they were developed historically. We analyze each method according to how well it meshes with the monitor model, based on the criteria for input, filter, and communicative competence introduced in Part I. Then we pinpoint the kind of learning style the method favors in its standard presentation.

After that, we discuss how parts of these methods can be incorporated into a competency-based curriculum, including a sample activity based loosely on each of the methods. As in Part I, the activities can be fitted into a larger lesson plan, as shown in Part III. Finally, we offer some comments as to each method's usability with older learners, based on the general characteristics of older learners presented in Part I.

Since your training program is designed to meet the specific functional needs of your Trainees, the methods presented in this section cannot, and should not, be used in their totality in your program. The reason we present them here is to further broaden your awareness of language training methodologies and to give you additional ideas for implementing the natural approach. We have deliberately not described any of these methods thoroughly enough for you to use them on the basis of this manual alone. If any of them particularly interests you, you can learn more about them from the sources in the reference section at the end of Part II.

A teaching method attempts to address many aspects of language learning at once. These include the aspects we discussed in Part I and others, including:

(a) how people learn and how languages are learned;

(b) how to create, select, and structure material to be learned;

(c) how to present that material; and

(d) how instructors should behave.

Although each of the methods described here springs from a different source, they all have certain common points. The more recent methods, in particular, all move in the direction of a more student-centered classroom and more total, integrated involvement on the part of the learner.

These methods are not all equally compatible with the natural approach or equally adaptable to the competency-based curriculum, as you will see in the evaluation sections on each method. Furthermore, they are not all equally well suited to the needs of older learners. Nevertheless, we feel confident that you can take something of value from each of them.

SIX CONSIDERATIONS FOR EVALUATING METHODS

Each of the methods is discussed in terms of six considerations:

1. **Background**--the method's basic principles and the context out of which it arose.

2. **Description**--a brief description of how the method would look in action.

3. **Evaluation**--answers to the question, "How well does the method conform to the monitor model?" A plus (+) sign precedes positive comments, a minus (-) sign precedes negative ones, and an equal (=) sign means that the method conforms to the monitor model in some but not all aspects or is inapplicable. We focus on the two elements of the monitor model over which Trainers have a great deal of control--input and filter--as well as the general goal of communicative competence.

   The input section also asks the question, "How well can this method be adapted to a competency-based curriculum?" We ask this question because all of these methods must be evaluated in that way to be relevant to your program. A checklist summarizing these points follows. You may use this checklist when you encounter methods we have not covered in this manual to evaluate how well they correspond to the monitor model and promote communicative competence.

4. **Appeal**--the learning styles that are compatible with the method, illustrated in a chart.

5. **Older Learner**--comments upon the appropriateness of the method for the older learner.

6. **Adaptation**--an example of how the method or a feature of it could be adapted to a competency-based curriculum.

The chart at the end of Part II is a summary of all six of these features for each method.

CHECKLIST FOR EVALUATING METHODS

INPUT

Does this method:

1. Ensure comprehension?
2. Select what is practical?
3. Create interest?
4. Present a challenge?
5. Accommodate, or not conflict with, a competency-based curriculum?

FILTER

Does this method:

1. Lower anxiety?
2. Encourage willingness to take risks?
3. Build confidence?
4. Encourage tolerance for ambiguity?

COMMUNICATIVE COMPETENCE

Does this method:

1. Create a relaxed atmosphere in the classroom?
2. Encourage communication and downplay correctness?
3. Maximize peer interaction?
4. Teach the language, not about the language?
5. Use authentic language, not artificial classroom language?
6. Encourage versatility and creativity in activities?

In the history of language training methodology, each method was developed in reaction to the shortcomings of the preceding ones. For this reason, the developers of new methods tended to reject everything about the previous methods.

We hope in this manual to avoid overreactions and to encourage eclecticism, or drawing upon many sources to stimulate language learning. There is certainly some truth and some value in all the methods presented.

Our purpose is to find the good in each of them and use it to assist you in helping your Trainees to become communicatively competent in the shortest time possible.

GRAMMAR TRANSLATION

BACKGROUND

Grammar translation is the oldest system of formal language training and is associated with scholars in academic and religious institutions. It was originally a method used by highly educated intellectuals, many of whom devoted their lives to translating the great literature or sacred writings of other languages. Often, the language under study was an ancient language no longer spoken. Grammar translation was adopted as the standard academic method for teaching languages when university study began to encompass foreign languages as a discipline in the 19th century, and dominated language teaching for more than a century thereafter.

Even today, grammar translation is used by religious scholars in studying sacred texts with their students. The intention of the translating is to get a profound and accurate understanding of the text under scrutiny. It is still used here and there to teach modern languages as well, but is largely discredited for this purpose.

DESCRIPTION

In the classic grammar translation method, learners change a text from one language into another. They memorize grammar rules and master charts of grammatical paradigms, including many obscure and archaic rules.

The goal of the method is not communication, but the ability to translate lexical items (vocabulary) and to manipulate grammar structures correctly for reading comprehension. Using grammatical forms precisely is considered a sign of a high-quality education.

The content of an exercise is usually a passage from a famous literary work. A long passage of text is followed by sentences that are contrived to demonstrate grammar points. Whether the topics of the readings are relevant or of interest to the students is not considered important.

When class begins, learners take turns reading aloud and translating, sentence by sentence. The instructor corrects and guides the translating and sometimes reads the passage aloud in the original language or talks in the students' native language about the meaning of the passage. There is little attention paid to pronunciation and none paid to creative utterances. The instructor explains the vocabulary and grammatical features displayed in the passage, but there is no class discussion of the text's content. Natural communication among learners is neither encouraged nor expected.

EVALUATION

Input

1. (-) Learners often read aloud sentences they do not comprehend.

2. (-) Literature offers few phrases that Trainees can use in everyday situations, and often has archaic or obscure terms of no practical value.

3. (-) Translating sentence by sentence is often very boring.

4. (+) Learners can get a sense of satisfaction from the challenge of translating.

5. (-) In standard grammar translation, there is no attempt to relate to competencies necessary for everyday life.

Filter

1. (-) People often feel anxious when forced to perform in order, one after the other, and when they are publicly corrected by the instructor.

2. (-) The perfectionism and precision involved in translation raise the likelihood of error and thus the sense of risk.

3. (-) Constant correction by the teacher undermines self-confidence. There are few ways the students without correct answers can receive praise and feel good about their learning.

4. (-) Attention to grammatical detail encourages learners with low tolerance for ambiguity to demand too much explanation.

Communicative Competence

1. (-) The classroom is not relaxed.

2. (-) Correctness is the focus; communication is discouraged.

3. (-) Learners do not talk to each other.

4. (-) Trainees learn about the language instead of actually using it to communicate.

5. (-) Language under study is often antiquated and thus not authentic to actual language situations.

6. (-) Versatility and creativity are absent from grammar translation.

APPEAL

In its unaltered form, the grammar-translation method favors learners who are both deductive and inductive in order to apply given grammar rules and to derive other rules from examples; field independent, because careful, patient scrutiny assists good translation; and left-brain oriented, because of the importance of paying attention to rules and details. The visual mode is the main mode in use, since the lesson is always taken from a written text and usually translated into a written form.

LEARNING-STYLE APPEAL

Cognitive Approaches	INDUCTIVE X	DEDUCTIVE X
	FIELD INDEPENDENT X	FIELD DEPENDENT
	RIGHT BRAIN	LEFT BRAIN X
Modes	VISUAL X	AUDITORY

OLDER LEARNER

The older learner may feel comfortable with this method despite its obvious failings, for several reasons. First, many older adults studied classical languages such as Latin and ancient Greek in this way, and it strikes a familiar chord for them. (These same adults will probably confess that they have retained little or nothing of the language they learned using this method.)

Second, many older adults feel more comfortable with the visual mode and appreciate being able to write translated words in the margins of the text. The lack of emphasis on speaking and pronunciation contributes to this sense of comfort.

However, older learners are even less likely than younger ones to excel at grammar translation. For one thing, the rules taught are often extremely complex, with numerous "exceptions" to be memorized. Complex rules are less likely to be retained by older adults because of their relatively weaker short-term memories, as discussed in Part I.

Further, this method does not pass the "relevance" test, which is so vital to motivating older adults. There is little in the method that attempts to involve them, except in the case of the very unusual adult who has a serious scholarly interest in the structure of language. Even if such adults are in your program, it would not be useful to encourage this scholarly interest, since it would be unlikely to result in communicative competence.

ADAPTATION

Doing direct translation from the target language into the Trainee's native language already violates one of the principles of the natural approach: namely, that the acquirer should find ways to communicate, however imperfectly, without reverting to her native language. Nevertheless, there may be some occasions in which you can use translating as a way of double-checking comprehension. In general, though, it is not advisable to switch between languages in this way.

One interesting variation on the grammar translation method might be to have Trainees translate from English into your language, because the probability of that occurring in a PCV's new environment is somewhat higher than the reverse. Following is an activity that employs such a technique. It uses grammar translation activities in a way that is more communicative.

Title: Reading the Medicine Bottle

Competency: The Volunteer will be able to translate English instructions on a seed package into the target language.

Materials: Real seed packages with English instructions that might be found in your country or nearby. If none are available, try to find another product likely to be found in your country whose contents or directions for assembly or use appear on the box in English. Try to choose a common item that might realistically be purchased by many people in your country and might be brought to a PCV for a translation.

Procedure: Step 1. If there are enough seed packages for each pair of Trainees to have one, put them in pairs. Only one Trainee of each pair is allowed to see the seed package. If only one package is available, let one Trainee describe the instructions and contents to the rest of the group.

Step 2. Have the Trainee with the packet orally paraphrase, in the target language, the instructions for planting the seeds written on the packet. The other Trainee can ask questions for clarification.

Step 3. Then have the second Trainee write down--in English--a summary of her understanding of the instructions. This will allow the two Trainees to see how closely they kept to the meaning of the original English words.

Step 4. Reveal the English instructions and have the Trainees compare the target language summary of them with the original, and discuss the differences between the original and the summary.

Variation: You can try an oral translation of any kind of label, recipe, burlap sack, table of contents, street sign, or other material that might appear in your country in untranslated form. Even a rock 'n' roll song popular on the radio might work. Try to pick something your compatriots might need or like to know that is commonly written in English.

DIRECT METHOD

BACKGROUND

The "direct method" was a reaction against the impracticality of the grammar translation method and is the earliest precursor to the natural approach. The direct method requires the use of everyday language instead of literature. Further, it rejects any use of the learner's native language in the classroom. Learners guess at meanings from their instructors' actions and their use of visual aids, in the same way children learn their first language; they are not permitted to ask for explanations. In the initial presentations, learners do not read or write anything. Commercial language training schools around the world that prepare people for foreign travel and business usually employ the direct method or some variation of it. Many learners report good results in developing oral communication skills.

DESCRIPTION

A direct-method lesson traditionally begins with either a monologue or a dialogue. The monologue, a five-to-eight-minute talk by the instructor, is most often a description of activities in everyday life. The instructor uses actions, pictures, and objects to illustrate the presentation, but never translates.

If a dialogue is used rather than a monologue, learners usually read the script and then act it out at the instructor's direction. Whether monologue or dialogue, the topic of the lesson is always taken from everyday life. The instructor next asks the learners guided questions about the information in the monologue or dialogue. Later in the lesson, the dialogue or monologue is reintroduced in written form in the learners' textbooks, and the content is manipulated for grammar and vocabulary, thus practicing the visual mode. Errors are corrected on the spot by the instructor as the learner speaks. Some grammar is taught explicitly, in the target language.

EVALUATION

Input

1. (=) The instructor makes every effort to act out the meanings of words for the learners. The restriction against translating, however, prevents any guarantee of understanding.

2. (+) The content is always practical.

3. (=) Questions used in direct method, since they are meant to illustrate grammatical points, often have obvious answers and tend to be boring. Questions that have several genuinely correct alternative answers, which can be used with the direct method, are more interesting.

4. (=) Some students find figuring out the grammar of the target language inductively challenging. Others find it uninspiring.

5. (+) Direct-method presentations can be adapted to a competency-based program because there is nothing that requires them to be on a particular topic; however, the organizing principle is still grammar.

Filter

1. (-) Questioning and public error correction create anxiety in many learners.

2. (=) Guided questions with right-or-wrong answers add to the risk of giving wrong answers or being unable to answer in front of others. More open-ended questions, however, do not.

3. (=) The direct method does not necessarily prepare learners for interactions with native speakers and may also be teacher centered. Thus, it may build confidence in receptive skills, but probably not in productive ones.

4. (=) Right-or-wrong answers do not encourage tolerance for ambiguity. At the same time, keeping all discourse in the target language may develop skill in saying something in several different ways, thus encouraging tolerance for ambiguity. On the other hand, anyone who cannot quickly guess meanings or who needs to see words written can become frustrated.

Communicative Competence

1. (-) Error correction and a series of questions do not create a relaxed atmosphere in the classroom.

2. (-) Correctness is emphasized from the beginning, even at the neglect of natural communication if it contains errors.

3. (=) The direct method may limit peer interaction to prefabricated responses and cultivate instructor-learner dialogue only. This depends on the instructor, however.

4. (+) The direct method makes using the language more important than explaining it.

5. (+) The direct method makes an effort to use real language from everyday life.

6. (=) There is plenty of room in the direct-method format for creative activities, although it does not necessarily encourage them.

APPEAL

The direct method favors learners who are strongly inductive because there is abundant comprehensible input from which to generalize grammatical principles. Finding correct answers in an exercise involves using field-independent strategies. Learners pursue many aspects of a topic and gain a broad knowledge of individual words, without creating much original material; this tends to favor left-brain thinking. Since no writing or reading is allowed in the presentation of new material, the direct method favors those who prefer the auditory mode. However, it does allow learners with a visual preference to catch up later.

LEARNING-STYLE APPEAL

Cognitive Approaches	INDUCTIVE X	DEDUCTIVE
	FIELD INDEPENDENT X	FIELD DEPENDENT
	RIGHT BRAIN	LEFT BRAIN X
Modes	VISUAL	AUDITORY X

OLDER LEARNER

This method probably doesn't appeal much to older learners, with its emphasis on the auditory mode and strict requirement of using the target language. On the other hand, the great amount of comprehensible input provided may prove helpful to older learners, because it can help them to mentally sort and synthesize material.

This method has a definite place for those with "crystallized" memory, that is, life experience that makes guessing at meanings easier. However, inaccurate guessing could create problems in following the text, so to benefit from this method older learners probably have to be strong in left-brain, logical thinking.

Older learners who take classes using this method in hopes of conversing in the target language on a trip abroad are likely to be disappointed. That is because the method does not give enough opportunities for meaningful interactions and problem solving in the target language. Most important, the memory problems encountered with a largely oral method make it impractical for adults with limited time and resources.

ADAPTATION

This is a fairly easy method to adapt to your class, because several of its precepts conform to the natural approach, in particular the emphasis on using everyday language and providing large amounts of comprehensible input. Following is a sample activity based on the direct method with a monologue and set of questions that could be one part of a larger lesson plan. This task is designed for low-intermediate-level Trainees. Beginners would need a shorter, simpler procedure involving fewer materials and a shorter explanatory monologue, such as the one described in "Rules of the House" in Part I. There is also a much shorter monologue in the "Review of Previous Material" section on page 254.

Title: My Garden

Competency: The Volunteer will be able to follow and give instructions for making a garden plot.

Materials: Pictures of the following:
a shovel
a box of soil
4 stakes
a tape measure (bring real one if available)
a rake
a hoe
a cart or bag of manure
a field

If you can't find pictures of these items, they can be easily drawn on cards.

Procedure: Step 1. Present a prepared monologue such as the one below and read it deliberately, using a dramatic tone of voice and accompanying gestures to make the meaning clear (we have provided samples of paraphrase and illustration you can use to make the monologue more comprehensible.) As you reach each part of the monologue that has an accompanying picture, raise the picture to show it to the class, and then place it where they can see it.

Step 2. Ask the Trainees questions such as those in the sample below about the presentation. The questions can be geared to the level of the Trainees, with questions requiring shorter or simpler answers for beginning students.

Step 3. Ask the Trainees about their personal experience with the topic of the presentation, in this case, gardening. Questions of this type have many possible correct answers; therefore, you can encourage communicative competence in this part of the activity.

Example: A monologue on the subject of making a garden might be like this.

Monologue: I take all the things I need to prepare the soil for a garden: a shovel, like this, manure, like this bag, and a rake like this one. When I get to the field, I put one stake in the ground . . . you see I have four stakes here. I measure the ground straight from the stake to 3.8 meters. I put in another stake. Here I turn the corner in

(continued on next page)

this way and measure 1 meter. The third stake goes right here. I measure another 3.8 meters and put in the last stake. This is my plot, my garden plot.

Now I take my shovel and turn over the soil, like this. I do not dig very deeply. I only push the shovel into the ground to 20 centimeters. That isn't very deep, 20 centimeters. I want my plot to be raised, above the ground, so I dig around the outside of the stakes and throw the soil inside the stakes . . . you see, inside the stakes like this. I also must put in manure. I take five shovelfuls of manure from this bag here. Count them out . . . 1 . . . 2 . . . 3 . . . 4 . . . 5. I mix it very well with the soil. I keep adding more soil and manure until I have the plot about 10 centimeters high.

I take the rake and make the bed smooth. Now, the top is flat and smooth, and the sides are at an angle of 45 degrees. The top is inside the stakes, as you can see, and measures 1 meter by 3.8 meters. The sides are outside the stakes. And now it's finished!

Sample Questions:

Very elementary questions with fixed answers:

1. What is this? (Hold up pictures of each object described and give Trainees several choices for each one. For example, holding a picture of a shovel, you can say, "Is this a shovel or a hoe?")

2. What is this story about? (Or, for beginners, Is this story about a garden? Is this story about a restaurant?)

3. What am I doing? (Act out the activities in the monologue one by one. For beginners, ask yes/no questions for each action; for example, Am I putting the stake in the ground? Am I removing the stakes?)

Slightly more difficult questions that have a limited number of correct answers:

1. When do I go to the field? (some acceptable answers: in the morning, when the sun comes up, when you wake up, first thing)

2. What do I take with me? (tools, things to prepare the soil, shovel, manure, rake, hoe)

(continued on next page)

3. What do I do with the shovel? (turn over soil, dig, prepare the ground)

Questions that encourage more communicative competence:

1. How long does it take you to prepare a garden plot?

2. Do you have a garden plot? If so, what's in it? How does it compare with gardens in the U.S.?

3. Why do you think many Peace Corps Trainees are taught to make gardens?

Variation: Direct-method Trainers may vary the sequence by asking a question before or immediately after a single action has been described, instead of after the complete text has been read. For example:

Trainer: Pick up the (picture of the) shovel.
(Trainee picks it up)
Trainer: What did you do?
Trainee: I picked up (the picture of) the shovel.

After this practice, the learner encounters this sentence in the dialogue.

The monologue or dialogue does not need to be limited to descriptions of activities; it can also treat opinions and issues, especially as Trainees become more proficient. For example, you could do a short monologue on topics such as:

- traditional versus modern medicines
- men working in child-care roles
- cultural ideas of neighborliness

The material can also be presented in the form of a written monologue or narrative in order to employ the visual mode.

AUDIO-LINGUAL METHOD

BACKGROUND

World War II created a great and immediate need for fluent speakers of foreign languages in the U.S. Armed Forces. The Army developed a drill system of instruction to meet this need. Schools employed this method as part of a nationwide effort to train students in foreign languages for national defense, and the government spent enormous amounts of money on training.

As a result, the "audio-lingual method" (ALM) is the best-known method from the United States. ALM lessons were standardized across the country, so all learners were exposed to the same dialogues on prerecorded tapes. (In fact, hundreds of thousands of Americans can still probably recite a fragment or two of their ALM dialogues verbatim.)

This method was influenced by "behaviorism," a movement in psychology and education that describes learning as a set of habits that can be manipulated scientifically by the stimuli to which the learner is exposed. This idea extends to language, which is thought to be a set of speech habits with no inherent shape. Behaviorists believe that the learner can build up these habits through exercises. Thus, a drill is seen as a way of reinforcing a language habit and thereby--by learner induction--teaching the meaning and use of the language.

ALM may still be the dominant language training methodology used in foreign-language teaching in the United States today.

DESCRIPTION

ALM course material consists of 20-to-40-line dialogues that increase in grammatical and lexical difficulty. They are written to correspond to the age and interest level of the learner. Each dialogue has accompanying drills and other activities that provide practice of the material contained in the dialogues.

An ALM lesson begins with an oral presentation of the dialogue. The vocabulary contained in the dialogue is generally limited so that the learners' attention is not distracted from the structures to be learned. The instructor (or an audiotape) orally presents the dialogue, after which it is broken into shorter, more manageable phrases that the group, and then individuals, repeat. The focus is on accurate reproduction of the dialogue; therefore, during drilling or individual dialogue work, the instructor stops frequently to correct errors.

A series of drills consisting of three major types--repetition, substitution, and transformation--follows the dialogue. The drills are executed in various ways--chorally, individually, in "chains" around the room, etc. Supplementary vocabulary is sometimes introduced during drilling.

The instructor serves as a model of the target language, a director of drills, and a constant corrector of errors. In short, the instructor's responsibility is to create good habits on the learners' part. The learners strive for error-free reproduction of the target language through memorization of the set of dialogues. (It is for this reason that writings on ALM often mention the goal of "mim-mem," or mimicry and memorization.) Learners are encouraged not to deviate from the drills and dialogues presented, for deviation could result in errors. The native language of the learner is never used in the classroom.

In many ALM classrooms, use of a language laboratory to drill pronunciation is an important component of instruction. The instructor often listens in on student performance through headphones, correcting pronunciation individually.

EVALUATION

Input

1. (-) Learners are frequently drilled on phrases they do not comprehend.

2. (=) Originally, ALM courses were not designed to help the learner use the foreign language outside of class, so materials were not designed to be practical and relevant. More recently, however, ALM dialogues are consciously designed to allow use of the material in real-life situations.

3. (-) Drills can be exhausting and boring. Many learners, especially older ones, go through the motions of a drill without retaining any of the material.

4. (=) Although perfecting drills and dialogues may be challenging for some students, the challenge is over once they are memorized; also, memorizing them does not benefit communicative competence, which lowers incentive.

5. (-) Dialogues are not designed to teach competencies and are usually so standardized that they cannot be applied to situations other than the ones they depict.

Filter

1. (-) Mimicry and memorization of dialogues and the need to execute drills correctly produce anxiety and pressure.

2. (-) Since the drills are not applied to communicative situations, learners never learn to take risks in using the language in less controlled settings. Also, deviating from the dialogue is considered a failure and thus taking risks is punished, or at least discouraged.

3. (-) Learners do not become confident when they are not sure what they are saying, or when they cannot function outside of the fixed dialogue. Learning a language routine well can be a source of pride, but this accomplishment does not necessarily build internal confidence. Only a learner who can use a wide range of language in various situations experiences this self-confidence.

4. (-) Learners with low tolerance for ambiguity will appreciate fixed drills. Even learners who do not appreciate them can benefit from drills because, combined with integrative activities, they provide patterns learners can use in creating original sentences. For drills to be effective, though, their extremely negative effects on the filter must be eliminated or minimized. Drilling in fixed patterns does not encourage tolerance for ambiguity.

Communicative Competence

1. (-) ALM techniques do not produce a relaxed classroom.
2. (-) This method downplays communication and encourages correctness, just the opposite of the goal of communicative competence.
3. (-) Practicing only that language which is presented in class severely limits peer interaction.
4. (=) This method spends class time manipulating the language, rather than teaching about it.
5. (=) The dialogues often use authentic, everyday language, including idioms that can be enjoyable and useful to learners. However, there are few or no activities that show the ways sentences can change, or be recombined, or occur in other orders, in real communicative situations.
6. (-) Activities in an ALM course are rarely creative or varied.

APPEAL

Some language instructors have said that ALM teaches grammar inductively because it does not use grammar rules in deductive exercises, but this is not necessarily correct. Forming a habit is not the same as reasoning inductively. ALM does not ask learners to reason but only to drill.

Since dialogues and drills involve group work, there is a certain amount of camaraderie among students, favoring field dependence. Unfortunately, too often the camaraderie comes from the perception of being "fellow sufferers" in a mechanical routine.

Left brain activity dominates in ALM, with the exception perhaps of working to re-create nuances of accent in imitating the dialogues. Learners must perform largely in the auditory mode, and those with a "good ear" who seek nativelike pronunciation will get plenty of opportunity to model themselves after the dialogues. Thus, those with an auditory style are more likely to thrive with ALM.

LEARNING-STYLE APPEAL

Cognitive Approaches	INDUCTIVE	DEDUCTIVE
	FIELD INDEPENDENT	FIELD DEPENDENT X
	RIGHT BRAIN	LEFT BRAIN X
Modes	VISUAL	AUDITORY X

OLDER LEARNER

ALM seems to have a poor track record with American high school students despite their strong short-term memories and willingness to work with material not related directly to their lives; it is surely even less suited to older learners, with their weaker short-term memories and greater need for useful and relevant input. Besides that, ALM's emphasis on imitating to produce nativelike pronunciation further disfavors the older learner, who is less likely to reach such a level.

ALM does not lower the affective filter because the learner must perform immediately and constantly, which creates anxiety especially among older students.

ALM does not reward hours of practice and study with any practical speaking skills, and this too is discouraging to older learners, who want to put their new knowledge into use. The fact that sentences can be recited without regard for when and where they may be practical to say makes retention less likely, too.

Finally, the oral emphasis, and lack of written grammar explanations, can create a stressful environment for the older learner, who tends to be stronger in the visual mode and who benefits from note taking and visual reinforcements.

ADAPTATION

To be useful for your purposes, ALM would need to undergo so many changes that it would scarcely be recognizable. It runs fundamentally against the idea that the purpose of language is communication (content), not correctness (form).

One kind of situation in which ALM techniques might prove handy would be in teaching "gambits," or phrases for conversation management, since to be effective, they need to be learned precisely, including intonation, etc. (For an example of such an activity, see "Rejoinders" in the "speaking" section of Part I.)

A dialogue can have many uses, but memorizing and drilling it are among its least recommended ones. It can expose learners to common expressions and give them practice in saying them. It can introduce idioms and slang that are unlikely to be found in traditional language textbooks, and give good pronunciation practice. Dialogues can even be memorized if they are very short, ritualistic exchanges that seldom vary in the order they are spoken.

ALM-style dialogues can be helpful in promoting listening comprehension if a cassette player is available, if the dialogues are short and well recorded, and if they contain examples of natural interactions between native speakers. However, most ALM dialogues are used to develop oral production rather than listening comprehension, so they would need to be written differently for this purpose.

The following dialogue is loosely based on the audio-lingual method and could be used as one part of a lesson plan involving many methods and techniques. (See the selection process part of "Writing Lesson Plans" in Part III.) The key to using this or any dialogue to increase communicative competence is to allow enough flexibility in accompanying activities that Trainees can practice several variations on the lines of the dialogue.

We have included samples of possible adaptations of the ALM drills, but we do not believe these make the fullest possible use of the dialogue, and have included them here merely to illustrate the technique and stimulate your own creative thinking about expanded uses of dialogues and drills.

Title: At the Bank

Competency: The Volunteer will be able to cash a check at a bank.

Materials: A prewritten dialogue with copies for all Trainees.

Procedure: Step 1. Pass out copies of the dialogue and read it aloud. If a second native speaker is available, it's better to read the dialogue with two voices.

Step 2. Reread the dialogue and have Trainees repeat each line after you. If some phrases are particularly hard to articulate, you might have the class repeat them several times, as in a repetition drill. In ALM, long sentences are split into "meaningful mouthfuls" that are not too lengthy to handle, or parts of a long sentence are repeated from the end of the sentence back to the beginning. This aids accurate repetition.

Step 3. Then split Trainees into pairs and have them practice reading the dialogue together, alternating so that both get a chance to read both parts. Encourage them to "read and look up"--saying their lines while looking at their partner.

Step 4. Have Trainees rewrite the dialogue, changing the situation or keeping the situation the same with different phrases based on the original ones. Get the group back together and have pairs perform their dialogues. Encourage renderings that are dramatic in tone of voice and gesture.

Variation: Have your Trainees write short drills for each other from their composed dialogues, using the ALM substitution or transformation format.

Note: All drills should be used sparingly during class time. Grammar-based exercises like these contradict the natural approach and encourage rote,

(continued on next page)

inflexible responses. Therefore, such exercises should not take the place of real communicative interaction, even if it contains many errors.

Sample Dialogue:

Teller: May I help you?

Trainee: Yes, I'd like to cash a check.

Teller: All right . . . . How much is the check for?

Trainee: Two hundred fifty-five pesos.

Teller: Please show me some identification. Now sign your name here, at the top of the check.

Trainee: Here you are. May I have the money in tens?

Teller: Certainly. Here are your tens, and here is your passport.

Trainee: Thank you very much.

Teller: Don't mention it.

Repetition drill (words or phrases you may want to practice):

Traveler's check
One hundred dollars
Don't mention it

Substitution drill:

This can be used in ways that do not require mechanical repetitions in a rhythmic pattern, but rather require meaningful substitutions in the context of the existing dialogue, or new dialogues by Trainees. You might have the entire group repeat these chorally once or twice, but be very sparing of using drills during class time. Here is an example of some of the short phrases that could be used for substitution from this dialogue:

I'd like to cash a traveler's check
    deposit money in my savings account
    send a money order
    cash a check
    exchange these dollars for (local currency)

(continued on next page)

One hundred dollars
Twenty dollars
Fifty dollars
Twenty-six dollars and 50 cents

At the top of the check
On the back
On the top line
(Trainees can create additional substitutions)

Transformation drill:

A transformation drill in ALM changes sentences by pronoun, number, tense, or other features. Several examples of each change are given to reinforce the grammar, and substitutions are used that change the form of a sentence. You can adapt transformation drills to more communicative settings by varying the situations or participants, rather than by changing tenses, numbers, etc. Sometimes by changing the context, you can naturally reinforce grammar practice. This example shows how tense could be practiced without calling attention to grammar:

Secondary Dialogue:

Change the dialogue into a description by one Trainee to another of how she cashed a traveler's check at the bank earlier that day. Have the second Trainee ask what the first Trainee said, what the teller answered, what they did, etc.

Example of possible Trainee dialogue:

A: What did you do this afternoon?

B: I went to the bank to cash a traveler's check.

A: Oh, good for you! How do you cash a traveler's check?

B: Well, you go to Window 6 and show your passport.

A: Did they give you any problems?

B: Not really. It was a long wait though.

A: Thanks for the help. I'll try tomorrow.

(continued on next page)

As a variation, try the first dialogue:

when the teller hands back what the Trainee believes to be an incorrect amount

when the procedure is unclear and must be clarified

SUGGESTOPEDIA

BACKGROUND

Georgi Lozanov of Bulgaria developed the "Suggestopedia" method from a personal belief that most people fill only a fraction of their brains' capacity during a lifetime of learning. He believed that adults set up affective obstacles to learning by being afraid to try new experiences or by being preoccupied or nervous. Thus, to be able to learn large amounts of information in short periods of time, all of the barriers to learning must be lowered, or "desuggested."

Suggestopedia includes such ways to reduce anxiety as breathing exercises and playing classical music while the lesson is in progress. Comfortable chairs, indirect lighting, and colorful posters from the target language's culture help create a relaxed atmosphere. Learners usually assume fictional identities to reduce inhibition and further increase their willingness to experiment with the new language.

In this way, Suggestopedia parallels many innovative learning methods in other fields that encourage development of the "whole person" or more use of the functions located at right side of the brain. Other aspects of the language instruction in Suggestopedia--explanation of grammar, descriptions, etc.--resemble more traditional methods. The unique contribution of Suggestopedia is in its appealing presentation of material.

Lozanov's techniques have been applied to the study of many subjects and are an important part of the "Integrative Learning" study centers in the United States. His Institute of Suggestology in Sofia has many international visitors.

DESCRIPTION

Suggestopedia courses are small and intensive. A four-hour class consists of three parts:

1. The **"pre-session"**: an oral review of the content of the previous lesson, which may include discussing the vocabulary and structure of the language under study as well as practicing its functions.

2. The **"session"**: a presentation of new material in the form of a dialogue. Dialogues used in a Suggestopedia course always appear in parallel translation, with the text of the dialogue in the target

language on one side of the page and its native-language translation on the other. Various aspects of the dialogue may be discussed, such as vocabulary, grammatical structures, or cultural information. Suggestopedia dialogues are usually 10 to 14 pages long and have been characterized as "long and narrow" (exchanges are numerous but short).

3. The **"post-session"**: a two-part "seance" (from the French word for "meeting" more than from the English idea of summoning forth spirits), consisting of an active and a passive part. In the active part, the instructor reads the dialogue line by line dramatically, alternating languages and altering speed and volume, to prerecorded background music. Learners follow the dialogue by referring to their bilingual script as they engage in relaxed breathing.

   After hearing the dialogue, a wide range of activities is available, including opera, painting, and references to literary figures of the target culture. The most important activities among these are interactive games between students, and open-ended drama play in which learners perform in assigned roles as fictitious characters.

   In the passive portion of the seance, learners close their eyes as the instructor reads the dialogue--this time in a normal pattern of reading set against new, calmer background music. The only homework assignment generally given is to read through the dialogue shortly before going to sleep.

EVALUATION

Input

1. (+) Parallel translation ensures comprehension, and dialogues are designed specifically for comprehensibility.

2. (=) Dialogues can be designed specifically to meet communicative needs of learners, but this depends on the capabilities of individual instructors. A good instructor will make dialogues practical.

3. (+) The carefully planned atmosphere and varied activities create interest.

4. (=) The length of the dialogues may seem overwhelming to the beginner. However, the dramatic presentation will probably make these dialogues challenging but not overwhelming for most learners.

5. (=) There is nothing in Suggestopedia that would prevent using a competency-based curriculum, but it would require substantial supplementing.

Filter

1. (+) The emphasis on physical and mental relaxation lowers anxiety.

2. (+) There is little risk of failure to perform well in this method. Learners minimize this risk by assuming fictional identities. This is likely to result in more ease in real-life communicative activities in which they are asked to reveal their own personalities.

3. (+) The philosophy of Suggestopedia builds the learner's confidence.

4. (=) There is no specific strategy for increasing tolerance for ambiguity, but relaxation tends to help tolerance generally.

Communicative Competence

1. (+) Suggestopedia creates a very relaxed classroom atmosphere.

2. (+) It encourages communication and downplays correctness.

3. (=) It neither maximizes nor minimizes peer interaction, which depends upon the instructor's style and use of a variety of "activation" exercises in the active portion of the seance.

4. (+) Presentation of the language as it is used by native speakers has priority over learning about the language.

5. (+) Dialogues are written to use authentic language.

6. (+) Creativity is encouraged in both reception and production of the target language, and versatility is possible in review, seance, and activation sessions.

APPEAL

Suggestopedia, with its emphasis on atmosphere and use of music, encourages right brain involvement and favors the right-brain thinker. Its grammatical presentations are deductive, although the translated dialogues allow for inductive thinking as learners compare lines of the bilingual dialogue. Learners are discouraged from socializing with the instructor, but do interact with each other; this favors field dependence. They are encouraged to create their own sentences, another aspect of right-brain activity. Trainees use both reading and listening (receptive aspects of both modes) simultaneously in the seance.

LEARNING-STYLE APPEAL

Cognitive Approaches	INDUCTIVE X	DEDUCTIVE X
	FIELD INDEPENDENT	FIELD DEPENDENT X
	RIGHT BRAIN X	LEFT BRAIN
Modes	VISUAL X	AUDITORY X

OLDER LEARNER

The older learner may find Suggestopedia a very relieving and relaxing way to learn because of its excellent ability to lower the filter.

Older learners will also appreciate being supplied with a translated text to which they can refer. It relieves some of the anxiety about "keeping up" with the oral recitation by the instructor.

Suggestopedia, more than any other method, emphasizes the environmental amenities--good lighting, comfortable furniture, a noise-free room, and pleasant decor--that mean so much to older learners. Although you may not be able to meet all of these conditions in your training program, you can try to incorporate as many as possible.

Learners who are from more traditional backgrounds may find the music and breathing unnecessary. On the other hand, they may welcome such changes from the standard classroom format because of the improvement in atmosphere they provide. There is nothing in Suggestopedia per se that would seem to disfavor the older learner, and this is a reason to seriously consider adopting some of its principles in your program.

ADAPTATION

Suggestopedia is very well tailored to the requirements of the monitor model and the goal of communicative competence. However, its precise instructions regarding special breathing, theatrics, music, and classroom atmosphere may make it difficult to use in your situation, at least in its entirety. Also, many of the practical competencies you are trying to teach may not be adaptable to the methods of Suggestopedia.

Following is an activity based on some aspects of Suggestopedia that uses a competency as its focus. This activity could be one part of a complete lesson plan involving many methods and techniques.

In this sample, we skip the review and dialogue presentation and move directly to the "seance" which is the most unique part of Suggestopedia. We use imaginary identities as the basis of the activity, but in real life, the competency we have selected would require learners to reveal true information about their families.

Using background music while you read, such as pieces by Bach, Vivaldi, Telemann, or Mozart from classical Western music, or pleasant instrumental music from your culture, can be tried with any of the dialogues or monologues in this manual, but the music chosen should complement the speaking rather than compete with it and match the emotional tone of the text.

You can encourage Trainees to do "deep breathing" to aid relaxation in any activity as well. However, if you haven't studied breathing techniques in music, sports, or meditation, it is better not to introduce deep breathing, because it is possible accidentally to harm or disturb Trainees if done incorrectly.

For beginners, the dialogue should be much shorter than the usual length used in Suggestopedia. We suggest 10 to 15 lines.

Title: My Imaginary Family

Competency: The Volunteer will be able to ask and answer questions about family relationships.

Materials: Bilingual copies of the dialogue for each Trainee, with translated lines neatly facing the target-language text on the paper.

(Optional) A cassette player with a tape of instrumental music you have selected, whether classical or modern. Choose something you consider relaxing and calm.

Procedure: Step 1. Distribute bilingual texts of the dialogue clarify unknown vocabulary. Discuss general meaning and mention any cultural notes of interest. Use as much of the target language as the Trainees' level allows.

Step 2. Encourage Trainees to physically relax in their chairs and breathe deeply. They should establish a pattern of relaxed breathing before the reading begins. Trainees read along silently, read the dialogue dramatically, in conjunction with the music selection (if available). Let the volume, rhythm, and pace of the music guide your reading. Present the dialogue in blocks of three or four lines, varying the tone of each line in an exaggerated way, and pause between blocks of the dialogue so Trainees can check the English version. Go slowly.

Step 3. Have Trainees put aside the text of the dialogue, sit back comfortably in their chairs, and close their eyes if they wish as you read the dialogue again against the background music, this time with normal volume, rhythm, and speed.

Step 4. Give each Trainee enough time to create his own imaginary family, including names, ages, descriptions, occupations, etc. Have each Trainee present his "family" to the class in the form of an informal monologue.

Example: An initial dialogue could be something like this:

A: Who are the people in the picture?

B: Oh, that's my family . . . and me, in the middle.

(continued on next page)

A: Your hair was much shorter! Who's on your left?

B: That's my sister Eileen, and her husband Jeff--my brother-in-law--is the guy on her left. And that's my little niece Teri in her arms.

A: She's cute. Who's the little girl there on the right?

B: That's my other sister, Kathleen. Actually, she's my half-sister. My mom, who's standing behind us there, married again after my dad died. That guy with the glasses is my stepfather. He's Kathleen's father.

A: I see. Your mother is very beautiful. Are there any other children in your family?

B: No, that's it, my two sisters and me. We're not a big family, but we're happy.

A: It certainly looks that way in the picture.

Variation: This dialogue could form a model for original dialogues by Trainees. The dialogues could be longer or cover more subjects, depending on the skill level of the Trainees. You could check comprehension in a dialogue like this by having Trainees draw the photograph being described, or by having them label people in a photo you have supplied according to verbal descriptions of them. You could also have Trainees write an imaginary story about people in a picture cut out from a magazine.

TOTAL PHYSICAL RESPONSE

BACKGROUND

James J. Asher, another researcher who focused on the personality of the learner, introduced a radical new idea to language teaching in the 1960s: Let learners listen to the language for an extended period of time before they begin speaking. This concept, and the entire "total physical response" (TPR) method, has been adopted in a number of language-learning programs with good results.

Asher believes that very sophisticated comprehension can take place before any words are spoken by the language learner. This comprehension can be verified through the learner's physical responses to spoken commands.

TPR is an integral component of the natural approach and of comprehension-based language learning.

DESCRIPTION

The most distinctive concepts of TPR are what is termed an "operation" and the three stages of language development.

An operation is a procedure for performing a competency. The competency may be simple, like making a cup of coffee, or complex, like filling out a government order form. You can choose operations that are tailored to a list of competencies for your training program.

In the first stage of language development, TPR has a "silent period" during which only the instructor speaks. Learners participate when the instructor demonstrates and says the steps in an operation and then gives commands to the learners, who respond by silently carrying them out. The silent period lasts for 10 to 20 hours of instructional time, during which the instructor may present several different operations. In the second stage, learners begin to give commands to the instructor when they feel ready. Then, after a few more hours of instructional time, again at the point when they feel ready, learners reach the third stage, in which they give the commands to each other.

STAGES OF PROGRESS IN TPR

1. INSTRUCTOR demonstrates commands and commands LEARNERS
2. LEARNERS command INSTRUCTOR
3. LEARNERS command LEARNERS

Even after a group has completed the hours necessary to reach the third stage, the instructor continues to lead the learners through the three stages for each new operation by giving a demonstration and allowing learners to act it out silently, as a "warm-up" exercise.

Gradually, writing skills are introduced, including standard grammar, while keeping the focus on listening.

EVALUATION

Input

1. (+) Comprehension precedes production. Learners demonstrate their comprehension by accurately carrying out the commands.

2. (+) Activities are designed to be practical and are based on a variety of everyday activities.

3. (+) The varied physical tasks create interest and involvement.

4. (+) Looking at and listening to verbal cues, combined with movement, are challenging for learners. Often learners "subvocalize" (speak inaudibly) while listening and moving, challenging themselves to remember and pronounce the language items.

5. (+) TPR is well suited to a competency-based curriculum if the instructor chooses appropriate content.

Filter

1. (+) Not requiring learners to speak in the first stage reduces anxiety.

2. (+) A spirit of fun created by so much physical activity makes learners less worried about taking risks.

3. (+) Successful participation without speaking increases the learner's self-confidence. Learners speak only when self-confident enough to do so.

4. (+) Tolerance for ambiguity is neither increased nor diminished. However, the experience of listening and understanding without formally anaylzing a message can contribute indirectly to tolerance for ambiguity.

Communicative Competence

1. (+) TPR usually creates a relaxed environment, though a few learners might feel anxious at times if others can say or perform the commands before they can.

2. (=) Communication is more important than correctness when learners begin to speak, if their speech is accurate enough for others to be able to carry out their commands.

3. (=) Using only the imperative form fosters peer interaction, especially at lower skill levels. At more advanced levels, when Trainees also want to communicate using questions and comments, commands must be specially written to include these language forms.

4. (+) Learners perform operations with the language; they do not learn about the language.

5. (+) The language used is authentic, and if tasks are well chosen, vocabulary will contain commonly used words.

6. (+) There is a lot of potential for creative activities, mostly on a listening-speaking level.

APPEAL

TPR appeals to learners who like to get an intuitive feel for a language and enjoy a high level of social interaction, favoring induction and field dependence. Field independence can also come into play when the Trainer introduces novel utterances that recombine familiar words in new contexts. The method depends on listening skills, so emphasizes the auditory, rather than the visual, mode. TPR is further identified with a third learning mode, movement, which has special right-brain benefits. TPR is strongly recommended when learners are anxious and doubt their ability to succeed.

LEARNING-STYLE APPEAL

Cognitive Approaches	INDUCTIVE	X	DEDUCTIVE	
	FIELD INDEPENDENT	X	FIELD DEPENDENT	X
	RIGHT BRAIN	X	LEFT BRAIN	
Modes	VISUAL		AUDITORY	X

OLDER LEARNER

This method is very good for involving and relaxing older learners. The emphasis on task performance and the ability to put verbal knowledge to use right away are likely to make the older learner feel at ease. The concept that each learner decides when she is ready to speak is particularly appropriate. The older learner who is more reticent can still participate by acting out other learners' commands even if she is not yet at the speaking stage.

This method works less to the older learner's disadvantage than most of the other methods described here and is thus a good method to incorporate in planning your activities, especially in the beginning weeks of your preservice program.

ADAPTATION

TPR is very suitable for use with the natural approach, especially in the early days of class. Its main disadvantage may be that your Trainees need to start speaking the new language right away, and classical TPR may require more time than your program can afford. However, a short period of TPR--even just several hours--can be an excellent way to orient Trainees to simple vocabulary and functions. Moreover, shorter operations can be used to progress more quickly to the stage of speaking skills.

Following is an example of an easy, competency-based TPR activity that could be taught in the first week of class. Unlike most other activities in this manual, this one requires a particular location (a kitchen or other place with a heat source for the coffee). Many TPR activities can take place outside the classroom if they are planned in advance.

You can also find a good TPR activity, with variations, in the "Listen and Draw" activity in Part I.

Title: Making Coffee

Competency: The Volunteer will be able to give and follow instructions to make coffee.

Materials: Enough water for coffee for the class, enough milk (or evaporated milk) to add to each person's coffee, a heat source (fire, stove, Bunsen burner, etc.), a table to display things on, a coffee pot, coffee cups for each Trainee, ground coffee (or instant coffee), sugar, and spoons.

Procedure: Step 1. Name each object while pointing to it. Have Trainees demonstrate knowledge of words by pointing to objects when you name them in random order. (This activity is even more fun when Trainees do not know what they are about to make.)

Step 2. Teach combinations of objects on table while demonstrating, for example:

Water in the cup
Spoon in the sugar
Water in the pot
Cup on the table
Milk in the pot

Step 3. Demonstrate and then have Trainees follow commands, for example:

Put sugar in the cup.
Put water in the cup.
Put water in the pot.
Put the pot on the fire.

(continued on next page)

Step 4. Teach the additional verbs "wait" and "check," then have Trainees perform the entire sequence of actions:

Put water in the pot.
Put the pot on the fire.
Wait.
Check the water in the pot.
Put milk in the pot.
Put the pot on the fire.
Wait.
Check the milk in the pot.
Put coffee and sugar in the cup on the table.
Wait.
Check the water in the pot.
Check the milk in the pot.
Wait.
Put the milk and the water in the cup.
Ahh . . . . Coffee!

Variation: "Walk to the table" and "Sit on the chair" are straightforward commands. By rearranging such commands, you can also produce a novel command, such as "Sit on the table." Novel commands are important for two reasons: First, they relax learners by introducing the unexpected into the session; second, they build confidence because they allow learners to demonstrate their ability to understand words in an unpredictable order or context.

Examples of novel commands for this activity are:

Put the cup in the pot.
Put water on the fire.
Put milk on the table.

At more advanced levels, use commands that include conditions or other communicative language the Trainees need to learn, e.g., "When the water boils, pour it in the cup." "If the coffee is too hot, tell me." "Be careful not to burn yourself."

Variation: This technique could be used with any operation related to a task Trainees or Volunteers must perform, such as:

- using a radiotelephone
- mailing a letter
- retrieving a parcel from Customs
- preparing oral rehydration solution
- planting a garden

SILENT WAY

BACKGROUND

Caleb Gattegno, founder of a method he named the "Silent Way," believed that traditional teachers spend too much class time talking and take too much responsibility for the students' learning. A common saying of Silent Way instructors is: "The more you give a student, the more you take away."

Silent Way instructors believe in "subordinating teaching to learning." They believe that individuals learn best through their own process of language discovery, not by repeating their instructor's model but through induction and abundant practice. The Silent Way method also holds that the learning process depends on relating new knowledge about language to knowledge already held, in the way we acquire our native language. Silent Way instructors are trained in intensive workshops, and this method has won devotees around the world.

DESCRIPTION

The two most unique tools of Silent Way methodology are its wall charts to model pronunciation and its colored plastic rods to illustrate grammar. These are usually sold in a kit, but could conceivably be locally made.

One chart (or set of charts) contains all of the possible spellings for every phoneme in the target language. Different spellings of the same phoneme are grouped together and colored alike. Those phonemes at the top are sounds that also occur in the learners' native language, and unfamiliar sounds appear at the bottom. The instructor uses a pointer to indicate phonemes and phoneme combinations, says them, then encourages the learners to say them.

The instructor then models the sounds again as learners practice them. Many basic vocabulary words, also colored according to phoneme, appear on a second set of wall charts.

The instructor points to the words, at different speeds and in different orders, as learners try to say them by reading their phonemes. Short sentences of two to six words precede longer sentences.

The set of colored plastic rods of different lengths is used to demonstrate semantic and grammatical relationships. The rods represent structures such as parts of speech or conjugation endings in English. As when using the charts, the instructor is mostly silent, and learners help each other approximate the model. Once the grammatical concept is clear to the learners, they take over the rods and do their own grammatical and semantic manipulations, while the instructor guides their language as needed, using the charts and the pointer.

A Silent Way instructor models the target language minimally and encourages learners to help each other reach acceptable standards in the language. Errors are viewed as expected and natural; the instructor either gently confirms acceptable language or calmly provides corrections.

Learners are allowed to use their native language--but only when they absolutely cannot communicate an idea in the target language.

Learners have primary responsibility for the learning process and work closely together; instructors provide the context necessary for that process to occur. Context, in the Silent Way, consists of a prepared general lesson format, which is constantly revised by the instructor as the learning takes shape. Often, Silent Way teachers write their detailed lesson plan after a lesson, using what occurred in the lesson to analyze what learners might need in the following lesson.

EVALUATION

Input

1. (=) Comprehension is ensured for better learners because they set their own pace; more reflective learners may be left behind by the stronger students. Also, the fact that the instructor speaks so little may provide insufficient comprehensible input for learners to make inductions.

2. (=) Content may be either practical or not depending on instructors' lesson plans. Typically, few vocabulary words are taught in early lessons, which focus on sounds and structure.

3. (=) The language discovery process is highly interesting for some learners and frustrating, narrowly focused, and therefore uninteresting for others.

4. (=) Learning by discovery can be challenging and highly motivating. However, this method favors certain learner styles and can easily overwhelm those with other styles.

Filter

1. (=) The lack of evaluation by the instructor lowers anxiety. However, peers in the class may sometimes take on that role, creating competitiveness and anxiety. What happens depends on instructor sensitivity.

2. (+) Learners begin speaking when they decide they are ready. No one is called on or forced to participate, so risk is lowered.

3. (+) Learners build confidence as they figure out the system for themselves.

4. (=) The method neither develops nor discourages tolerance for ambiguity. Learners who already have good tolerance for ambiguity tend to be at an advantage in Silent Way classrooms.

Communicative Competence

1. (+) The lack of a traditional authority figure creates a relaxing atmosphere for most students.

2. (-) There is an extended period in which learners articulate sounds that have no meaning.

3. (+) Lesson format forces the learners to communicate with each other meaningfully as they collaborate among themselves.

4. (+) From the start, language forms are introduced (but not explained) in order to implement them.

5. (+) The language is authentic; the instructor introduces and "shapes" (sounds out) only authentic language for the learner.

6. (-) Format is intensively cognitive and focused; there isn't much variety in activities.

APPEAL

The Silent Way method asks learners to reason and to guess and experiment with patterns until they find acceptable ones, all highly inductive activities. They work toward these discoveries as a team, so field dependence figures prominently, but individual contributions to the discovery process are also valued, which is field independent. Learners can use both intuitive and analytical means to arrive at correct forms. They begin by listening to or producing phonemes and watching the wall chart carefully and thus employ both the visual and auditory modes in a left-brain orientation.

LEARNING-STYLE APPEAL

Cognitive Approaches	INDUCTIVE	X	DEDUCTIVE	
	FIELD INDEPENDENT	X	FIELD DEPENDENT	X
	RIGHT BRAIN		LEFT BRAIN	X
Modes	VISUAL	X	AUDITORY	X

OLDER LEARNER

First, Silent Way requires very good visual and auditory acuity, which may disqualify it for some older learners. It also requires a very high level of concentration, and rewards those with good short-term memory. These features are less likely to be found in older learners, but the older learner who does possess them could excel in this method.

Pronouncing isolated phonemes in the opening weeks of Silent Way can be somewhat embarrassing for learners, especially older ones, who may not see the purpose of it.

Several features of Silent Way lower the filter, but even the lack of a judgmental instructor may not prove enough to relax some older learners, especially because in some classrooms quicker, more vocal learners dominate the discovery process and leave slower or quieter learners behind.

The biggest problem with Silent Way--and it is considerable--is that there is such a limited amount of comprehensible input. There is minimal modeling by the instructor, which may be daunting to the older learner who needs numerous repetitions before new words can be remembered or used.

Also, there is no period of delayed oral production in which learners can absorb the new sounds and meanings without being called upon to participate, hough learners can decide individually not to speak until ready.

The natural approach and several other of the methods described in this manual contain two important features that assist the older learner: a delayed oral production period and large amounts of comprehensible input. The absence of these in Silent Way argues against choosing it for older learners.

ADAPTATION

Silent Way instructors undergo long and meticulous training, so this is not a method that easily lends itself to being partially implemented. Its most unique contributions are the use of the rods to illustrate grammar and the way learners are introduced to the language--like explorers discovering a new land.

We use the second of these qualities in an individual lesson plan to show how a competency can be introduced in a discovery process that involves minimal Trainer input.

The following activity is loosely based on Silent Way and could be part of a complete lesson plan involving many techniques and methods.

Title: Twenty Questions

Competency: The Volunteer will be able to describe work tool and household objects.

Materials: A number of common objects used in everyday life.

A box or bag to hide them in.

Procedure: Step 1. Preteach a number of names of common small objects (utensils, tools, classroom equipment, etc.) and adjectives that can be used to describe objects.

Step 2. Allow one Trainee to pick an object out of the bag without looking (make sure there are no sharp objects). Do not let other Trainees see the object.

(continued on next page)

Step 3. Trainees ask yes/no questions about the object in an attempt to narrow down the possibilities. Each Trainee gets one turn, then the turn moves to the next Trainee. A Trainee can use his turn to guess. If the guess is wrong, his turn is over; if it's right, the game is over and that Trainee takes the next object.

Step 4. Trainer keeps count of the question total, and if it reaches 20, that round ends with no winner. The object can be revealed and the adjectives discussed.

Variation: Class can be split into two teams competing to guess the identity of the object first. Each team takes a turn until one team guesses correctly.

Example: (Let's say the object is a piece of bread)

Is it a tool? (No)

Is it expensive? (No)

Can you eat it?

Would I find it in a grocery store? (Yes)

Etc.

COMMUNITY LANGUAGE LEARNING

BACKGROUND

Charles Curran, trained in counseling and humanistic psychology, developed "community language learning" (or CLL, sometimes called counseling learning) in the early 1970s. He agreed with the Suggestopedia method's idea that the learner must be comfortable, but while Suggestopedia emphasizes that physical relaxation leads to mental openness, Curran stressed three other characteristics of the learning environment. The training should:

- create a sense of community among the learners;
- allow learners their choice of lesson topic; and
- facilitate the progress of learners through stages of maturation in the language--from dependence to independence

CLL regards interpersonal relations between members of the class (called a "group" in CLL) as primary and encourages students to develop friendships in their native language before the target-language learning even begins.

The instructor (called a "counselor") serves as a helpful translator and facilitator until, gradually, learners (called "clients" as in psychological counseling) take over and interact together as the instructor sits by in supportive silence. The topics of all the sessions are chosen by the learners.

DESCRIPTION

Counseling learning relies on a tape recorder to give learners the immediate satisfaction of hearing themselves speaking the new language. They tell the instructor what they want to say in the target language, and the instructor whispers it in their ear while touching their shoulder. They repeat it, and the sentence is recorded.

Next, learners listen to their "dialogue," and recall the meaning of their new foreign language sentences. Then, with help from students and the tape recorder, the instructor transcribes what they have recorded. After the students repeat the conversation, they practice pronunciation. Most sessions close with learners sitting together, listening to the tape again, trying to induce in their native language what they can from what they heard that day. Learners are encouraged to comment on any patterns or features of the target language that they notice. In some CLL classes, the instructor takes a more active role and generates games and exercises from the content of the tape-recorded dialogue, including grammar practice. Usually, the group discusses what it feels like to be learning the new language.

EVALUATION

Input

1. (+) Translation ensures comprehension.

2. (+) Since learners pick their own topics, CLL should be optimally practical.

3. (+) For the same reason, CLL should be optimally interesting (providing learners find themselves and their colleagues interesting!).

4. (=) Since samples of the target language are given for what learners say, the task of remembering the target language should prove challenging enough for most learners. Since the language is supplied, however, learners may miss the challenge of creating original utterances in the new language.

5. (+) This method can be easily adapted to a competency-based curriculum when competencies are already enumerated and can be directly applied to the CLL format.

Filter

1. (=) The instructor does not correct errors individually, which lowers anxiety, but the technique of touching each learner on the shoulder while giving the translation may make some learners ill at ease.

2. (=) Lack of instructor domination and control reduces the sense of risk. However, the need to constantly keep the conversation going and find interesting topics may create a sense of risk in some learners. Sensitivity on the part of the counselor-trainer to keep the flow is necessary.

3. (+) Learners' confidence increases because they hear the initial tape with most errors already edited out, and because they are not singled out for corrections as they try to increase their speaking skills.

4. (+) Finding various strategies to communicate without being reproached increases tolerance for ambiguity.

Communicative Competence

1. (=) Because of the element of touching, the need to keep the conversation going, and other factors, this method may or may not create a relaxed atmosphere, depending on the learners and instructor involved.
2. (+) CLL is excellent at encouraging communication and downplaying correctness.
3. (+) CLL maximizes peer interaction above all else.
4. (+) CLL teaches immediate use of the language rather than about it.
5. (+) Language used is authentic, since it comes directly from learners and is translated immediately by the instructor. Instructors must be highly fluent in both languages.
6. (+) Creative activities are encouraged after the new sentences are acquired.

APPEAL

Community language learning allows Trainees to figure out or discover many principles and patterns. It strongly favors inductive learning. Learners relate and work closely together, which favors field dependence, and all the sentences used in the lesson are the learners' creations, which allows for some right-brain thinking, along with left-brain analysis of structures presented. Learners use both the visual and auditory modes in working through a lesson.

LEARNING-STYLE APPEAL

Cognitive Approaches	INDUCTIVE X	DEDUCTIVE
	FIELD INDEPENDENT	FIELD DEPENDENT X
	RIGHT BRAIN X	LEFT BRAIN X
Modes	VISUAL X	AUDITORY X

OLDER LEARNER

The biggest advantages of CLL for older learners are its ability to lower the affective filter and the opportunity it gives for immediate use of acquired language. As with other innovative methods, learners are able to hold back or participate as they wish, which helps put older learners at ease. Also, CLL places a great deal of importance on exchanging life experiences and feelings, which contributes to a good self-image in older learners. Since all of the input and output is meaningful, it is a method that will engage the interest and attention of older learners quite readily.

The biggest disadvantages, as with the Silent Way, are the limited amount of comprehensible input--older learners often need more than younger ones--and the lack of a delayed oral period. In CLL, learners are expected to communicate meaningfully, about thoughts and feelings, before they have any receptive foundation in the new language.

Since inductive learning is so heavily favored in this approach, older learners who are more accustomed to a deductive approach may find it hard to adjust to so much learning activity of this type. Also, as mentioned in Part I, older adults are less likely to retain new information if it was obtained in a confusing or interrupted way initially. That kind of situation may occur in CLL, where learners unravel the target language a little bit at a time. However, since only comprehensible output by learners is tape-recorded, a good CLL instructor should be able to avoid this problem.

Finally, some older learners, having grown up with a more traditional classroom education, will distrust the counseling atmosphere and consider the group setting not to be good use of their time.

ADAPTATION

CLL is an integrated method that requires training in both language instruction and counseling. As such, it may not be appropriate for your training program. Furthermore, it requires use of a good tape recorder and requires constant meticulous taping of short sentences, making it impractical for your needs.

The aspect of CLL that can best be adapted to your training needs is the focus on learner interactions and "student-centered" approach. Although most competencies at a beginning level involve some kind of interaction with members of the target culture, or following instructions of some kind, CLL might be well suited to a "feedback" session, in which Trainees compare notes with each other about their early experiences in the field.

The major disadvantage of such an activity is that Trainees will probably want to do that kind of sharing in English, since they are comparing notes as English-speaking colleagues. One way around this is to encourage learners to share with each other bits of grammar that they have figured out. Another good way may be to do role playing, as in the following example (the title is taken from an African-American spiritual about overcoming difficulties). This segment is loosely based on principles of CLL and could be part of a complete lesson plan involving many methods and techniques.

Title: How I Got Over

Competency: The Volunteer will be able to ask for assistance in a survival situation.

Materials: A space with movable chairs or other small furniture and plenty of paper for writing.

Procedure: Step 1. Trainees spend a few minutes before the session chatting in English and getting caught up on the day's events. They are encouraged to use the target language freely in combination with their English. You can circulate, chatting (in your language) with small groups of Trainees.

Step 2. When class begins, ask each Trainee to write about a problem or challenge they have faced in adjusting to the new culture. It can be a language problem, practical problem (finding something they need, etc.), or interpersonal problem. Most important, it should be a problem that they have tried to solve the best way they can. Trainees should write only a description of the problem, not how they solved it. They should mention the characters involved if it involves other people. You might give them an example of a problem first. All writing should be in the target language; you can circulate to help Trainees find the right words.

Step 3. Have them hand in their written descriptions. Read each one to the rest of the group, without identifying the author. Choose one that can be easily acted out, assigning roles of each person in the story to Trainees. Have the Trainee who had the problem identify himself or herself at this point and help direct others in the role play. They act out the situation on the basis of their understanding of the written description and additional information supplied by the author. When the problem has been fully dramatized, stop the action.

(continued on next page)

Step 4. At this point, ask Trainees to discuss what should be done to solve the problem. Then, the Trainee who wrote the text tells what she did to solve the problem. Others discuss what they would do to remedy the situation. You can add relevant cultural insights or information. All of this should be done in the target language.

Variation: You can present a situation that you have prepared in advance, drawn from your experience working with previous PCVs.

Example: A Trainee submits a text describing losing her luggage on the trip to your country. She describes submitting a claim form and wonders if it will bring any results.

Two Trainees act out the exchange at the airport. Then the action stops and other Trainees discuss such things as:

- how to replace the lost items from local sources
- how to get assistance from the U.S. Embassy or Consulate
- how to contact the airline company for compensation
- other peoples' experiences with luggage problems

COMPREHENSION-BASED APPROACH

BACKGROUND

Valerian Postovsky was the principal founder of the comprehension-based (sometimes called merely comprehension) approach to language instruction, and his colleagues and others (people chiefly from the foreign-language, not ESL/EFL (English as a Second Language/English as a Foreign Language), teaching community) continued to develop the method after his death in the 1970s. Proponents of this approach explicitly reject the notion of language as a set of behaviors, the dominant ALM approach by which foreign-language teaching continues to be taught in the United States today. They believe that language learning should be based on mental processes rather than behavior. (This belief, of course, reflects the Chomskyian revolution in linguistics of the 1960s, in which "behaviorism" was overthrown by "cognitivism." This approach is an attempt to turn cognitivism into a teaching method.)

Drawing upon theoretical studies of language attainment, these instructors claim that the vast majority of language-learning efforts should focus on developing comprehension of language input--using, first and foremost, listening, followed by reading skills. Writing comes third, with speaking assigned the smallest importance.

Basing their ideas on some of the same research that prompted the natural approach and the total-physical-response method, they believe that delaying oral production and providing significant amounts of target-language input are the best way to develop language acquisition. This method shares with all of the contemporary methods included here an interest in cultivating greater use of the right side of the brain in language acquisition.

So far, the method has been tested primarily in formal instructional situations (i.e., in university foreign-language classes), and its authors recognize that developing oral communicative skills for informal situations may necessitate changing their proposed order of presentation.

DESCRIPTION

Comprehension-based language teaching uses many hours of listening activities in the early stages of acquisition, and learners respond with TPR-style tasks as well as other nonverbal signs of comprehension. Instructors move systematically from the concrete to the abstract and from the global to the local in their activities.

The listening activities dominate classroom time, followed much later by the other receptive skill of reading, small amounts of speaking, and even smaller amounts of writing. The listening activities may involve visual and prerecorded materials such as a set of pictures with accompanying cassette tapes identifying the objects or actions in the pictures. The pictures are graded in difficulty, starting with concrete vocabulary, such as numbers, and moving toward more abstract functions, such as analyzing a situation.

A typical class session after the prolonged listening period might consist of reading a short text and underlining the best of several paraphrases of the main idea. This might be followed by a problem-solving activity related to the topic of the reading (problem solving is especially valued in comprehension-based learning) and a question-answer session at the end of the hour, possibly in the learners' native language.

Even after the listening stage is completed, physical activities continue to be part of the lessons. The activities are still centered on readings or spoken texts, and the curriculum moves into pantomime and role playing to show more abstract concepts.

Errors are considered natural, the classroom is relaxed, and learners are encouraged to play with language. Grammar is taught in context, through meaningful communication, and comprehension precedes production.

In sum, comprehension-based learning resembles the natural approach placed in an academic setting with intellectual competencies as its goals.

EVALUATION

Input

1. (+) The entire goal of the method is comprehension.

2. (=) Lessons may be practical, depending on instructor's lesson plan.

3. (=) The comprehension approach does not specify what content is to be used but the order and method of its presentation; thus it may or may not be interesting, again according to the instructor.

4. (+) The many ways devised to create comprehensible input, through puzzles, charts, etc., make this approach likely to be challenging for most learners. This method also favors strongly inductive learners.

5. (=) This method could easily be adapted to a competency-based curriculum but would need to be altered drastically to accommodate the kinds of oral skills needed by your Trainees. It might require a lot of extra effort, since few materials are already prepared for this method.

Filter

1. (+) The lack of pressure to perform and varied activities create a relaxed classroom atmosphere and willingness by most learners to take part.

2. (+) Learners are willing to take risks because they are not punished or embarrassed by trying, nor are they rushed into anything.

3. (+) Learner confidence is strong because each person acquires at his own pace, with confidence accruing from hours of listening comprehension to back up production.

4. (+) This method consciously attempts to cultivate tolerance for ambiguity through activities that encourage an intuitive response (involving the right side of the brain), then gradually hone in on details (involving the left brain).

Communicative Competence

1. (+) This method should create a relaxed atmosphere, but depends somewhat on the instructor and setting involved.

2. (=) Communication is encouraged, but not necessarily oral production.

3. (-) The lack of emphasis on speaking diminishes peer interaction.

4. (+) The comprehension approach teaches use of the language rather than about it.

5. (=) Language used can be authentic or not, depending on who writes the materials. At higher levels, many of the existing materials, especially the reading passages, may consist of formal academic language.

6. (+) Creative and varied activities are the basis of developing comprehension.

APPEAL

This method is likely to favor field-independent learners because of the format, which encourages problem solving, and the extensive amount of listening and reading, from which learners must pick out new meanings and correct answers. Both inductive and deductive strategies are of use here, although inductive strategies are likely to dominate, at least in the beginning. Right-brain thinking, through extensive use of pictures, puzzles, motor activities, etc., is a goal of the method; nevertheless, left-brain thinking would certainly be used in a traditional classroom setting, which in general favors left-brain activity. Both modes are equally favored, but an ability to alternate modes would be of use, since reading is used to reinforce listening.

LEARNING-STYLE APPEAL

Cognitive Approaches	INDUCTIVE X	DEDUCTIVE X
	FIELD INDEPENDENT X	FIELD DEPENDENT
	RIGHT BRAIN X	LEFT BRAIN X
Modes	VISUAL X	AUDITORY X

OLDER LEARNER

This method is well matched to older learners for several reasons. First, it is well suited to older learners' requirement for ample amounts of comprehensible input. Second, it provides for a delayed oral period. This allows older learners to concentrate on aural comprehension, and the accompanying written form of the same text, without being required to perform orally. The effect of this delay is to lower the filter. Third, the method allows learners to reinforce what they hear with the visual image of words. This is helpful to older adults, who tend to feel more comfortable with visual aids to listening.

The many problem-solving activities of this method also reward older learners by allowing them to make use of their new knowledge immediately.

The main drawback of this method is probably the lack of existing materials from which to draw. Since it is primarily used in academic settings, comprehension-based language learning may remind some learners of their earlier formal academic studies, even though many features of such studies are not found in this method. Also, the lack of importance placed on verbal interaction may somewhat decrease older learners' motivation to communicate and lower their interest level.

ADAPTATION

The comprehension-based approach developed in parallel with the natural approach and shares many of its precepts. Like the natural approach, it allows great flexibility in format and conforms to most of the requirements of the monitor model. Its main drawback for the Trainer is that it has relatively few written classroom materials from which to draw upon for ideas, and the materials that do exist are largely from foreign-language study in U.S. high schools. As such, almost none of them introduces competencies that you would find useful.

The most appropriate adaptation of this method would be a listening-comprehension activity such as the following one, designed for beginners.

Title: Train Timetable

Competency: The Volunteer will be able to correctly write information about a train schedule in the blanks of a timetable by listening, and then use the information.

Materials: A blank or partially filled-in timetable for each Trainee.

Trainer's completed timetable (kept in your possession).

Procedure: Step 1. Pass out copies of the incomplete timetable. It should have destinations, times, names of train lines, etc. You can obtain an actual one from the local station and blank out some of the numbers and names, then make copies.

Step 2. Read aloud the times a particular train stops in each town. Some of the towns should have the times written in on the timetable and others should be blank, to help orient the Trainee. If Trainees are more proficient at listening, you can embed the information about arrival times in a longer context, such as a story, and have them search for the specific facts.

(continued on next page)

Step 3. If Trainees are already interacting orally, have them ask you questions about particular destinations as if they were at a ticket window, and answer the questions, allowing them to fill the answers in on their timetables.

Step 4. Finally, pose some situations for the Trainees, and let them figure out how to solve them by looking at their timetable.

Example:

TRAIN TIMETABLE

Zephyr:	Jones	Fairfield	Hulst	Jackson
dep. Newtown 10:30	(11:45)	12:57	13:13	17:30
Star:	Racine	Urbana	(Green)	Monee
dep. Newtown 11:15	12:20	(15:19)	16:26	19:30
(Pioneer):	DuPage	Weatherby	Silo	Mistik
dep. Newtown 13:45	14:45	19:50	(20:05)	21:50

The numbers and words in parentheses represent numbers that would be left off the Trainee copy of the timetable and be on your copy only. After you use listening activities to fill in all of the missing times, you can do more manipulative activities with the information.

We have intentionally used the time system common in much of the world, to remind you that if this is your culture's way of counting time, Trainees need to practice it. The U.S. system, of course, uses a.m. and p.m., up to 12 o'clock.

Sample Questions (listed in rough order of ascending difficulty):

1. How many trains are there?
2. What time does the Zephyr leave for Newtown?
3. Do all of the trains leave from Newtown?

(continued on next page)

4. Which train will take me to Monee?

5. Does the Pioneer arrive in Silo at night?

6. Which train trip is longer, Hulst to Jackson or DuPage to Weatherby?

7. I want to get to the bank in Urbana before it closes at 3. Can I make it if I take the Star?

8. If train ticket costs are calculated by the length of the trip, which trip would be the most expensive? The least?

SUMMARY OF LANGUAGE-LEARNING METHODS

If a method is primarily negative in a certain respect, the (-) is put above the (+).

	Description	Input	Filter	Comm. Comp.	Appeal	For Older Learner
Grammar Translation 18th century-WWII, now	• translation of written texts into native language. • learning grammar rules.	- boring, not practical, may be incomprehensible. + challenging.	- anxiety-producing, very poor for all aspects.	- no communication, no use of language, rigid format.	deductive inductive field independent left brain visual mode	- complex grammar rules overwhelming, gives no satisfaction in implementation.
Direct Method late 1800s-1930s, now	• all in target language. • oral passage read and questions asked.	= flexible, can fit input requirements.	- question/answer format not relaxing = instructor technique important.	- grammar and correctness central. + language authentic and used.	inductive field independent left brain auditory mode	+ gives lots of input but not necessarily comprehensible. - not enough meaningful interaction.
Audio-lingual Method post-WWII-now contemporary	• dialogue presented and parts drilled. • all in target language, oral focus.	- not interesting or practical, comprehension not ensured.	- drilling is alienating, focus on perfect mimicry stressful.	- no real communication, inflexible. + language is authentic.	field dependent left brain auditory mode	- stressful and requires good short-term memory, no chance for implementation.
Suggestopedia 1960s-now	• special conditions created for total relaxation. • long passage read to music with bilingual written text. • some grammar taught.	+ comprehensible, interesting. = can fit other input requirements.	+ good in all areas of filter.	+ communication encouraged, language authentic, flexible, and relaxing.	deductive inductive field dependent right brain visual mode auditory mode	+ creates comfortable setting, gives visual aids to supplement aural input, relaxing.
Total Physical Response 1960s-now	• long silent period where learners follow oral commands by instructor. • learners command each other.	+ good in all areas of input.	+ relaxing, encourages confidence.	+ language is authentic, used, communication tangible. - focus on imperatives.	inductive field dependent field independent right brain auditory mode	+ relaxing, gives lots of comprehensible input, allows delayed oral production.
Silent Way 1970s-now	• sounds and grammar of target language introduced with chart and rods. • learners construct target language with minimal instructor talk.	= good for some learner styles, not enough comprehensible input for others.	+ learners participate when ready. = some learners may find atmosphere tense.	+ language is meaningful and authentic, lots of peer contact. - some meaningless sound practice.	inductive field dependent field independent left brain visual mode auditory mode	- very limited comprehensible input, no delayed oral production, faster learners tend to dominate.

SUMMARY OF LANGUAGE-LEARNING METHODS (continued)

	Description	Input	Filter	Comm. Comp.	Appeal	For Older Learner
Community Language Learning 1970s-now	• learners decide topics, instructor translates sentences chosen by students, which are then taped. • exchanges are taped and played back.	+ comprehensible, practical, interesting. - depends too much on group initiative.	+ learner-centered approach builds confidence.	+ interaction with peers immediate and meaningful, authentic. = relies on instructor fluency in target language and native language (of students).	inductive field dependent right brain left brain visual mode auditory mode	- limited comprehensible input, stressful situation created by need to discuss feelings right away. + relaxing with much meaningful interaction.
Comprehension-Based 1970s-now	• listening focus. • activities move toward finer discrimination, more abstract skills.	+ comprehensible, challenging. = flexible, can fit input requirements.	+ delayed oral production relaxes and builds confidence, ambiguity tolerance specifically encouraged.	+ language used, authentic, activities creative. - somewhat limited peer interaction.	inductive deductive field independent right brain left brain visual mode auditory mode	+ gives lots of comprehensible input, lowers filter via delayed oral period, task performance gives satisfaction. - not much peer interaction, teacher centered.

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PART II -- LIST OF RECOMMENDED ACTIVITIES

All of the activities, unless otherwise noted in their full description, are for beginning-level or low-intermediate-level Trainees. (Abbreviations: **T Presents**: Trainee presents something to the class; **Ind.**: activity consists of individual work; **Group work**: class works as a group on project; **Train.**: Trainer; **Pair**: Trainees work on project in pairs.)

	NAME	SECTION	PAGE	CLASS TYPE	SKILL
1.	Reading the Medicine Bottle	Grammar Translation	99	Pair Work	Listen/Speak
2.	My Garden	Direct Method	105	Trainer-led	Listen/Speak
3.	At the Bank	ALM	114	Pair, Group	Speak/Write
4.	My Imaginary Family	Suggestopedia	124	Ind., Group	Listen/Write
5.	Making Coffee	TPR	131	Trainer-led	Listening
6.	Twenty Questions	Silent Way	137	Group work	Listen/Speak
7.	How I Got Over	CLL	143	Group work	Write/Speak
8.	Train Timetable	Comprehension	149	Trainer-led	Listen/Write

FOR FURTHER READING

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ON COMMUNITY LANGUAGE LEARNING

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PART III

HOW TO DEVELOP AND IMPLEMENT A COMPETENCY-BASED CURRICULUM

INTRODUCTION

Part I explained basic language-learning theory, presented a language-learning model, and gave sample activities illustrating learning styles and modes.

Part II applied the model to well-known language teaching methods, revealing their strong and weak aspects and showing how to increase their effectiveness in promoting communicative competence.

Part III shows how to organize these activities and methods into a coherent program. Step by step, the sections of Part III lead a language training staff through the stages of curriculum development: assessing learner needs, organizing input, and writing lesson plans.

This part of the manual will enable you to create challenging, meaningful training sessions that follow a deliberate sequence from the first day of the program to the last.

OVERVIEW OF CURRICULUM DEVELOPMENT PROCESS

WHAT IS A COMPETENCY?

In Part I, we defined competencies, which are sometimes called "life skills," as the repertoire of verbal and associated behavior that a person needs to perform the tasks of daily life. It is helpful to begin by thinking of the general areas of life that Volunteers and Trainees must master to survive and succeed in a new culture. These areas include:

- Transportation
- Housing
- Food
- Health
- Community services
- Clothing
- Money
- Personal identification/roles

Each of these general areas contains many competencies that Volunteers and Trainees must perform. You have seen examples of some of the competencies your Trainees may need in the activities included in Parts I and II.

Some of them are relatively simple, such as cashing a traveler's check ("At the Bank" in Part II) or making and using a grocery list ("Grocery List" in Part I). Others are more complex, such as the competencies required in "Reporting an Emergency" (in Part I) or planting a garden (included in "My Garden" in Part II). Competencies can also involve the affective domain and interpersonal relationships; these are more difficult to define and to teach but are equally important.

The relatively simple example of cashing a traveler's check was generated by picking the general topic, money, and asking what competencies a Volunteer or Trainee might need to have with regard to money. Possible answers might include:

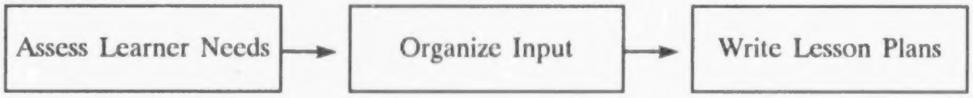
- opening a local bank account
- changing currency
- counting money for and change from purchases
- cashing or writing a check

Some of these may require background knowledge, but the competency itself consists of verbal and related behavior, not knowledge. For example, although the Trainees will need to know local and national conventions regarding exchange rates in order to change currency, the goal of the language instruction is performance of the competency, not what the Trainee knows.

Think of a competency as having the invisible words "to be able to" in front of the activity it involves. This concept will help you when you change the competencies into training goals during the curriculum design process.

STAGES OF CURRICULUM DESIGN

To build a competency-based curriculum, you must go through three steps: assessing learner needs, organizing lesson content (which we hereafter refer to as input, using the term of the monitor model), and writing lesson plans.



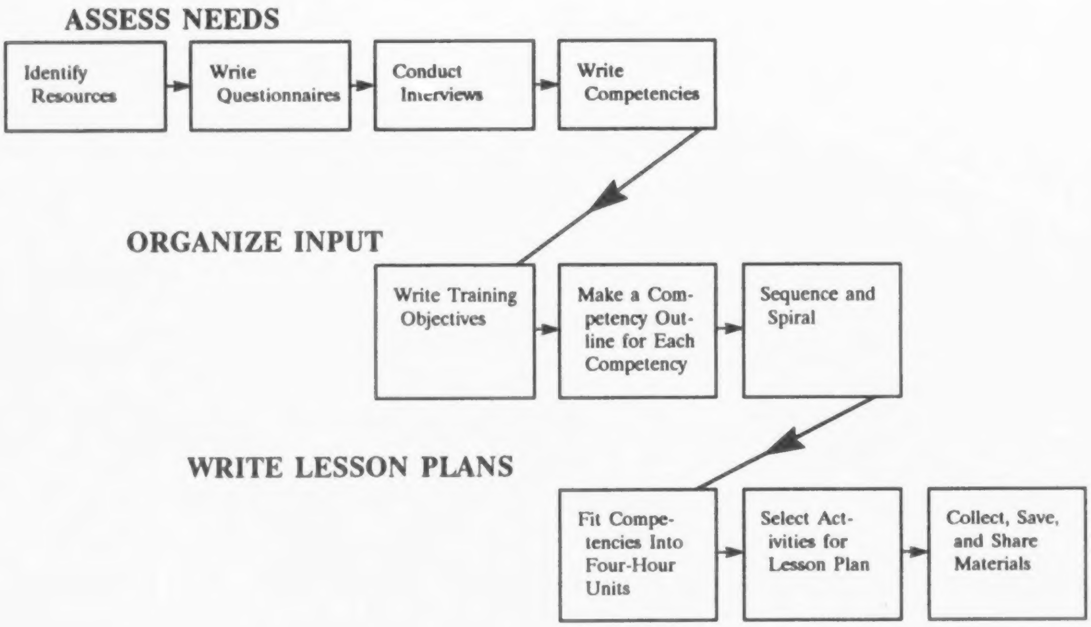
1. **Assessing Learner Needs.** To identify all of the competencies required for your language training program, you need to interview people who have personal experience with the work that Volunteers and Trainees do. Using the information obtained through questionnaires and interviews, you can then identify and list competencies.

2. **Organizing Input.** Once the competencies have been stated clearly and organized in any of several ways available, you put them in a rough sequence, forming training objectives. Next you break down the competencies into the four language skills and determine the vocabulary and structures needed to successfully perform each one determined as well as the cultural features. Then you make a competency outline. Finally, you analyze the grammar of the competencies for level of difficulty and group the competencies together by level, which allows them to be introduced and then reintroduced at successively higher levels of difficulty.

3. **Writing Lesson Plans.** Then you select learning and acquisition activities to practice each item of the competency outline. This part of the process involves using and applying your knowledge of learning strategies and styles, the four language skills, older learners, and teaching methods, which are outlined in Parts I and II.

The chart below shows the three stages of curriculum development with the steps that constitute each one.

THE THREE STAGES OF CURRICULUM DEVELOPMENT


ASSESS NEEDS
Identify Resources
Write Questionnaires
Conduct Interviews
Write Competencies
ORGANIZE INPUT
Write Training Objectives
Make a Competency Outline for Each Competency
Sequence and Spiral
WRITE LESSON PLANS
Fit Competencies Into Four-Hour Units
Select Activities for Lesson Plan
Collect, Save, and Share Materials

ASSESSING LEARNER NEEDS

The purpose of the first stage of curriculum design is to identify target competencies. Four steps lead to this outcome: (1) identifying the appropriate people to contact; (2) drawing up questionnaires; (3) conducting interviews; and (4) writing competencies based on the results.

This section explains how to get the information needed to direct all the lessons in a training program toward the Trainees' needs.

STEP ONE

IDENTIFY RESOURCES

The main purpose of designing a competency-based curriculum is to ensure that the Trainee achieves communicative competence in the areas in which he will perform in the new culture. To find out what those areas are, you need to identify the people who know best what Trainees and Volunteers will be doing. Those people are current Volunteers and the people who live and work with them. Each training center develops its own list of resource people according to what is available in the area. Following is a list of some possible people to contact:

Sources of Information for Needs Assessment Prior to Training

- Technical and cross-cultural trainers
- Current Volunteers
- Host families
- Training center maintenance and support staff, (e.g., groundskeeper, drivers, secretaries)
- Peace Corps Country Director
- Program Officer
- Associate Country Director (APCD)
- Training Officer

- Peace Corps office secretaries
- Community leaders
- Work supervisors, counterparts
- Government ministry personnel

As you can see, the list of resources should include both people in specific specialties and those who understand the interrelated nature of the Trainees' learning needs.

STEP TWO

WRITE QUESTIONNAIRES

Once you have a list identifying whom to ask, you must determine what to ask. You need questions that will produce answers that lead to the clearest possible identification of competencies. This means that you will probably need different questionnaires for resource people in different roles; each of these people will identify separate competencies for the Volunteers.

When writing your questionnaires, make sure that the personal questions included relate directly to helping you interpret answers to the questionnaire. For example, the answers of a local family that has hosted nine Trainees over a period of four years will probably be more significant than the answers of a family that is hosting a Trainee for the first time; the questionnaire for the first family could ask more personal questions.

A questionnaire is usually given to a resource person in the form of a personal interview. To make the best use of the interview, a good questionnaire will include only general topics, with associated competencies. It should not be more detailed than that.

It is not useful to ask language-specific questions, such as "Does the Trainee need to say ________ ?" This is because such questions can move respondents away from a general view and prevent them from thinking of language situations on their own. In addition, the interview can become too lengthy.

Questionnaires can identify the major competencies by answering these general questions:

1. Which competencies do Trainees need to perform immediately?

2. Which competencies are most important for Volunteers to be able to do eventually, in order to perform their jobs effectively?

3. Which competencies are not now covered in the training program?

Following are examples of questionnaires that reflect these considerations. Two of the three samples we have chosen are for site supervisors and host families to show the importance of collecting information on both the technical and the cross-cultural needs of Volunteers. At the end of this section is a list of topics that you can draw upon when writing your own questionnaires.

NEEDS ASSESSMENT QUESTIONNAIRE FOR CURRENT PCV

NAME: ____________________________ DATE: ________________

Thank you for taking the time to fill out this questionnaire. Your responses will be used for developing better training for future Trainees. Your experience and comments are vital.

	Not Important	Somewhat Important	Important	Very Important
A. Friendship				
Make introductions (formal/informal, self/others)	0	1	2	3
Make friends (share hobbies, interests, explain Peace Corps)	0	1	2	3
Understand sexual roles and appropriate behavior	0	1	2	3

What are the most important ways to make friends in (host country)?

1.

2.

3.

4.

B. Community Services				
Go to post office	0	1	2	3
Use the telephone	0	1	2	3
Go to bank	0	1	2	3
Call for/answer police	0	1	2	3
Find recreational facilities	0	1	2	3
Use educational facilities	0	1	2	3

What are the most important community services for a PCV (please put in order if possible)?

1.

2.

	Not Important	Somewhat Important	Important	Very Important
C. Buying				
1. Bargain in a market (weights/ measurement, exchange rates)	0	1	2	3
2. Locate sources for particular item	0	1	2	3
3. Place an order	0	1	2	3
4. Handle returns or complaints	0	1	2	3

What kinds of things do you need to know or do for successful shopping?

1.

2.

3.

4.

	Not Important	Somewhat Important	Important	Very Important
D. Food				
Go to a restaurant	0	1	2	3
Prepare food/water	0	1	2	3
Show courtesy at a meal	0	1	2	3

What kinds of things do you need to know or do related to getting or eating food?

1.

2.

3.

4.

	Not Important	Somewhat Important	Important	Very Important
E. Housing				
1. Find a place to rent/stay temporarily	0	1	2	3
2. Understand landlord/tenant expectations	0	1	2	3
3. Report problems/needed repairs	0	1	2	3

What kinds of things do you need to know or do about housing in (host country)?

1.

2.

3.

4.

F. Travel				
1. Take public transportation	0	1	2	3
2. Deal with Customs	0	1	2	3
3. Find specific locations (ask for/follow directions, read street signs/maps)	0	1	2	3

What are the most important things to know about travel in (host country)?

1.

2.

3.

4.

	Not Important	Somewhat Important	Important	Very Important
G. Technical Skills				
1. Name supplies and equipment	0	1	2	3
2. Understand roles and responsibilities in Volunteer job assignment	0	1	2	3
3. Describe technology and processes	0	1	2	3
4. Analyze/report problems/needs	0	1	2	3
5. Evaluate outcomes	0	1	2	3
6. Deal with public officials	0	1	2	3

Please explain in more detail any of the tasks that you consider especially important from the list above:

1.

2.

H. Please think about your program, and list any language tasks you think should be included in an integrated language/technical preservice training program.

For example: As a Volunteer in agro-forestry, I should be able to use the language to:

1. organize meetings of farmers' associations
2. discuss plans for planting seedlings
3. give presentations on erosion or soil types

As a Volunteer in ____(technical field)____, I need to be able to:

1.

2.

3.

4.

5.

NEEDS ASSESSMENT QUESTIONNAIRE FOR SITE SUPERVISOR/COUNTERPART

NAME: ____________________ POSITION: ___________________ DATE: __________

Thank you for taking the time to fill out this questionnaire. Your responses will be used for developing better training for Volunteers in your country. Your experience and comments are vital.

1. What projects(s) do you work on with Volunteers?

   How long have you worked with Volunteers?

   How many Volunteers have you worked with?

2. Of the following language tasks, which do you feel are most important for the Peace Corps Volunteer to successfully perform? Which are least important? Please circle the appropriate numbers (3 = very important; 2 = important; 1 = somewhat important; 0 = not important). If you can think of additional language skills needed that are not listed here, please add them at the bottom.

Help people define needs	0	1	2	3
Talk about work with co-workers	0	1	2	3
Take part in community meetings	0	1	2	3
Explain his/her job to others	0	1	2	3
Give directions to co-workers	0	1	2	3
Follow directions	0	1	2	3
Ask for clarification when she/he doesn't understand	0	1	2	3
Explain or describe a task	0	1	2	3
Train co-workers	0	1	2	3
Understand feedback given by you or others	0	1	2	3
Read directions, blueprints, manuals, etc.	0	1	2	3
Offer or ask for help	0	1	2	3
Greet and say goodbye to co-workers	0	1	2	3
Socialize on the job	0	1	2	3

Report work progress	0	1	2	3
Deal with work supplies, materials, tools, machines, equipment	0	1	2	3

Other:

1.

2.

3. How well do the Volunteers you work with speak the language? Rate the Volunteers' average ability to perform the same tasks listed above by circling the appropriate number (3 = well; 2 = satisfactory; 1 = just sufficient; 0 = insufficient). Please rate any additional tasks you listed above, too. If you do not have a clear idea of Volunteer skill in a particular language area, leave it blank.

Help people define needs	0	1	2	3
Talk about work with co-workers	0	1	2	3
Take part in community meetings	0	1	2	3
Explain his/her job to others	0	1	2	3
Give directions to co-workers	0	1	2	3
Follow directions	0	1	2	3
Ask for clarification when she/he doesn't understand	0	1	2	3
Explain or describe a task	0	1	2	3
Train co-workers	0	1	2	3
Understand feedback given by you or others	0	1	2	3
Read directions, blueprints, manuals, etc.	0	1	2	3
Offer or ask for help	0	1	2	3
Greet and say goodbye to co-workers	0	1	2	3
Socialize on the job	0	1	2	3
Report work progress	0	1	2	3
Deal with work supplies, materials, tools, machines, equipment	0	1	2	3

4. Give the five most important situations in which Volunteers need to be able to speak the language on the job. Describe some of these situations. (For example, construction Volunteers need to be able to speak the language when allocating daily work tasks.)

    1.

    2.

    3.

    4.

    5.

NEEDS ASSESSMENT QUESTIONNAIRE FOR HOST FAMILY MEMBERS

NAME: ______________________________ DATE: ________________

Thank you for taking the time to fill out this questionnaire. Your responses will be used for developing better training for Volunteers in your country. Your experience and comments are vital.

1. How many times have you had PCVs stay with you?

   How long do they usually stay with your family?

2. How well do these Volunteers usually speak? Rate Volunteers' ability to perform the following tasks in the language by circling the appropriate number (3 = well; 2 = satisfactory; 1 = just sufficient; 0 = insufficient).

Give and respond to greetings and farewells	0	1	2	3
Ask and answer questions about family and interests	0	1	2	3
Give basic information about the U.S.	0	1	2	3
Ask for basic information about host country	0	1	2	3
State likes and dislikes ("I like tea")	0	1	2	3
Give compliments about food, housing, etc. ("This is very nice")	0	1	2	3
Ask about appropriateness of actions according to customs in the U.S. (Is it all right to sit this way?)	0	1	2	3
Use common expressions of courtesy ("Please," "Thank you")	0	1	2	3
Use appropriate terms of address	0	1	2	3
Ask for or offer assistance ("Can you help me?" "Can I help you?")	0	1	2	3
Excuse oneself politely ("Excuse me")	0	1	2	3
Ask about and describe events of the day	0	1	2	3

Make inquiries about and express interest in host family members	0	1	2	3
Converse with members of same sex in socially acceptable way	0	1	2	3
Converse with members of opposite sex in socially acceptable way	0	1	2	3
Express needs	0	1	2	3

Comments:

3. Apart from the list above, what other topics do Volunteers talk about with you and your family?

4. What advice would you give other families considering receiving Peace Corps Volunteers as guests in their family?

5. What advice would you give Peace Corps Volunteers about to become guests of families like yours?

6. Do you feel the PCVs who stay with you usually understand what you say to them?

7. Do you usually understand what your PCVs say to you?

Topic Possibilities

Following is a partial list of topics that are likely to be relevant in your preservice training program. The emphasis is on survival skills, that is, competencies needed in the initial weeks of training. Of course, Trainees will move on to additional topics when they begin to live and work in the new culture. You can choose among these general topics when you write your needs assessment questionnaires.

_ 1. Community services
_ 2. Clothing
_ 3. Directions
_ 4. Food
_ 5. Greetings and introductions
_ 6. Health
_ 7. Housing
_ 8. Money and banking
_ 9. Personal identification/roles
_ 10. Post office
_ 11. Telephone and communications
_ 12. Time and weather
_ 13. Transportation

STEP THREE

CONDUCT INTERVIEWS

Face-to-face interviews will ensure that you obtain the information you need. Interviews give the interviewer a chance to explain questions and purposes and to persist in getting adequate answers. As you begin an interview, you should assume that your resource people have valuable information that may not come to their minds right away. You should expect to have to do additional prompting even if you have a well-designed questionnaire.

One possible way to gather information is to mail a questionnaire to an informant, ask him to fill it out, and then arrange a follow-up interview to expand on questions in the questionnaire.

Instead, you might decide not to send a questionnaire but to fill it out yourself as you are conducting the face-to-face interview. This method is called for if the respondent cannot easily fill out a written questionnaire. A further variation is to conduct the interview orally first and to fill out the questionnaire later in private. This alternative is useful if a "formal" interview would be culturally inappropriate.

Another strategy, which can be used whether or not the questionnaire is mailed ahead of time, is to invite several resource people to an informal meeting. In a small group, they can share their individual answers to the questionnaire and stimulate each other to think of other competencies that do not appear in the questionnaire.

In some instances, you may have to mail questionnaires without being able to arrange for follow-up interviews. If personal contact is not possible, you will have to make sure, using tact and determination, that the written answers are returned.

Yet another needs assessment method is to send Language Trainers to various Volunteer sites. Each Trainer accompanies a Volunteer for two or three days, noting which competencies are necessary for the Volunteer to be able to perform. This method has two advantages: First, the observer may note some activities that the Volunteer takes for granted and would forget to mention in an interview; second, by spending an extended period of time with a Volunteer, the Trainer gains increased insight into why certain competencies are harder for Volunteers to master than others. The information you obtain regarding the difficulty of language in various competencies is useful when you "spiral" information in the curriculum planning process, which is described later in Part III.

The information you acquire during the needs assessment stage forms the basis for integrating all the aspects of your training program. The questionnaires and the interviews draw out the Trainees' language needs in their daily lives as well as in their technical assignments. The needs assessment should also tell administrators which competencies in each *technical* area can and should be practiced in the target language.

The question of *which* competencies to present (or, in terms of the monitor model, which input to present) is decided now, during the needs assessment stage. When, where, and how to present the chosen competencies are decided later.

The completed questionnaire on the following pages is an example of information gathered on technical and cross-cultural needs using an interview.

NEEDS ASSESSMENT QUESTIONNAIRE FOR CURRENT PCV

NAME: **TJ Evans** DATE: **Oct. 15, 1990**

Thank you for taking the time to fill out this questionnaire. Your responses will be used for developing better training for future Trainees. Your experience and comments are vital.

	Not Important	Somewhat Important	Important	Very Important
A. Friendship				
Make introductions (formal/informal, self/others)	0	1	[✓ 2]	3
Make friends (share hobbies, interests, explain Peace Corps)	0	1	[✓ 2]	3
Understand sexual roles and appropriate behavior	0	1	2	[✓ 3]

What are the most important ways to make friends in (host country)?

1. **learn to play dominos**
2. **demonstrate interest in the family**
3. **show interest by asking questions**
4. **learn to cook typical foods**

	Not Important	Somewhat Important	Important	Very Important
B. Community Services				
Go to post office	0	[✓ 1]	2	3
Use the telephone	0	[✓ 1]	2	3
Go to bank	0	1	[✓ 2]	3
Call for/answer police	0	1	[✓ 2]	3
Find recreational facilities	0	1	[✓ 2]	3
Use educational facilities	0	1	[✓ 2]	3

What are the most important community services for a PCV (please put in order if possible)?

1. **country agent's office for the ministry of agriculture**
2. **using a coop food system**

	Not Important	Somewhat Important	Important	Very Important
C. Buying				
1. Bargain in a market (weights/ measurement, exchange rates)	0	1	2	[✓ 3]
2. Locate sources for particular item	0	1	2	[✓ 3]
3. Place an order	0	[✓ 1]	2	3
4. Handle returns or complaints	0	[✓ 1]	2	3

What kinds of things do you need to know or do for successful shopping?

1. **ordering in sufficient quantities to avoid difficulties in reordering later**
2. **buying through a counterpart**
3. **knowing general prices**
4.

D. Food				
Go to a restaurant	0	[✓ 1]	2	3
Prepare food/water	0	1	[✓ 2]	3
Show courtesy at a meal	0	1	2	[✓ 3]

What kinds of things do you need to know or do related to getting or eating food?

1. **invite host country friends over for a meal**
2. **understanding nutritional value of local diet**
3. **familiarity with different holiday foods**
4.

	Not Important	Somewhat Important	Important	Very Important
E. Housing				
1. Find a place to rent/stay temporarily	0	1	2	[✓ 3]
2. Understand landlord/tenant expectations	0	1	[✓ 2]	3
3. Report problems/needed repairs	0	1	2	[✓ 3]

What kinds of things do you need to know or do about housing in (host country)?

1. **knowing how to balance personal living space needs with local cultural expectations**
2. **finding out what a fair, competitive price for a place is**
3.
4.

F. Travel				
1. Take public transportation	0	1	2	[✓ 3]
2. Deal with Customs	0	[✓ 1]	2	3
3. Find specific locations (ask for/follow directions, read street signs/maps)	0	1	[✓ 2]	3

What are the most important things to know
about travel in (host country)?

1. **asking for directions in areas where there are no street signs**

2. **understanding different classes on trains and buses**

3.

4.

	Not Important	Somewhat Important	Important	Very Important
G. Technical Skills				
1. Name supplies and equipment	0	1	[✓ 2]	3
2. Understand roles and responsibilities in Volunteer job assignment	0	1	2	[✓ 3]
3. Describe technology and processes	0	1	2	[✓ 3]
4. Analyze/report problems/needs	0	1	2	[✓ 3]
5. Evaluate outcomes	0	1	[✓ 2]	3
6. Deal with public officials	0	1	[✓ 2]	3

Please explain in more detail any of the tasks that you consider especially important from the list above:

1. **I needed language skills pertaining to fish breeding procedures.**

2. **It's useful to be able to discuss the ins and outs of the ministry of agriculture with fish farmers.**

H. Please think about your program, and list any language tasks you think should be included in an integrated language/technical preservice training program.

For example: As a Volunteer in agro-forestry, I should be able to use the language to:

1. organize meetings of farmers' associations
2. discuss plans for planting seedlings
3. give presentations on erosion or soil types

As a Volunteer in **aquaculture**, I need to be able to:

1. **teach small farmers basic bookkeeping**
2. **explain the advantages of one pond site over another**
3. **give presentation on maximizing fish production**
4. **describe new types of fish to raise**
5. **give encouragement when things go wrong**

STEP FOUR

WRITE COMPETENCIES

When all the interviews have been conducted and all questionnaires collected, you can form a list of competencies by changing answers in the questionnaires and interviews into descriptions of activities Trainees need to perform, organized by general topics. Following is an example of some competencies classified by three general topics:

Topic: PERSONAL IDENTIFICATION

Competencies:
1. Give name, address, and affiliation
2. Explain the nature of the Peace Corps and describe personal role in it
3. Ask for others' names and affiliations
4. Identify family members

Topic: TRANSPORTATION

Competencies:
1. Request information on local public transportation
2. Ask and answer questions about a bus schedule and fares
3. Give and respond to directions to city buildings (school, hospital, bank, post office) and to other towns
4. Read traffic signs

Topic: HOUSING

Competencies:
1. Ask and answer questions about a suitable place to live
2. Give own address and describe location of home
3. Request help for household repairs
4. Make an appointment with a landlord

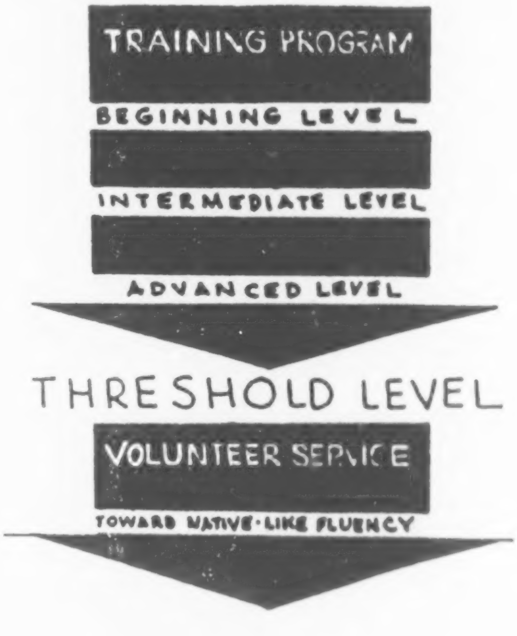
Of course, this list is by no means complete. Your list of topic areas and competencies will be much longer.

When you put all the information together, you will discover that many of the questionnaires and interviews describe overlapping or similar competencies. Sometimes it may be difficult to decide how much to include in a particular competency or where one competency begins and another ends. Looking at examples of competencies listed throughout this manual may help you define and identify them.

It may also be difficult to decide which competencies to include in your list. A concept that may help you decide what to put in and what to leave out of your list is called the "threshold level."

Threshold level is used in language learning to describe the moment when a learner has enough communicative competence to be able to communicate independently with members of the language group and in this way learn more new competencies. Reaching this level creates a cycle of comprehensible output and new comprehensible input. Each training site must decide which competencies--and how many of them--should be taught in the language training program to arrive at the threshold level for its culture. You can ask yourself, "Does this competency help my Trainees achieve enough linguistic independence to be able to function in their new environment? Or is it merely a competency that would be nice to know if time permitted?"

Reaching the threshold level is another way to describe the overall goal of a preservice training program. As you compile your list of competencies, remember that by the time they are mastered, the Trainee should have enough language skills to continue the acquisition process alone. The following chart illustrates the concept of threshold level.



Additionally, as you look over the questionnaires, you may find that some competencies need to be excluded for other reasons. These fall into three categories:

COMPETENCIES TO AVOID IN THE FINAL LIST

1. NO VERBAL COMPONENT
2. TOO ADVANCED IN CONTENT
3. TOO INDIVIDUALISTIC

1. **No Verbal Component.** The kinds of competencies we are concerned with involve verbal behavior. For example, the competency of learning to wash the dishes does not involve any language and would not be included in a list of competencies for a language program, even though it is a common, everyday skill.

2. **Too Advanced in Content.** Some competencies may be too advanced for preservice training and need to be learned individually by the Volunteer once in the field. Since you have a limited time to train, you must concentrate on the competencies that are useful and important to the largest number of Trainees possible. For example, a formal academic skill, such as analyzing an essay, or a technical skill requiring advanced communication skills, would not be an appropriate competency for your program, regardless of its merit.

3. **Too Individualistic.** You may occasionally find competencies mentioned that are too individualistic, which may have been performed by previous or current Volunteers but which are not normally expected of someone in their position. For example, the competency of memorizing a poem, or giving assistance in simple bicycle repair, would be too individualistic.

You will get a very good idea of the most important, and most common, competencies by how prominently they appear in the questionnaires and interviews. You could almost consider the answers to the questionnaires to be "votes" for the competencies. Following this metaphor, you would give most attention in the curriculum to the competencies that have the most "votes."

When you are writing your competencies, try to use verbs that describe observable behavior; otherwise it is impossible to verify whether a Trainee can perform the activity. Avoid verbs like "understand" or "know," using instead verbs that demonstrate understanding, such as "responding," "following directions," "answering," or "identifying."

Some competencies may seem much larger or more elaborate than others. When you are describing a competency, see if it can be split easily into several smaller, distinct activities. If so, you may want to split it. For example, "seeking medical help" could be split into such activities as "taking a bus (to the clinic)," "describing symptoms to a health care worker," and "filling a prescription at a pharmacy." On the other hand, try not to break a continuous activity into separate parts unnaturally. "Eating in a restaurant," for example, would not usually be broken into the activities of "ordering the meal" and "requesting the bill."

You may find that some competencies are difficult to put into words or fit into topics. Just remember that the curriculum is meant to serve your needs and that competencies can be described in whatever way makes them easiest for you to introduce and for Trainees to acquire.

The next section describes how to organize the competencies once you have identified them in a list.

ORGANIZING INPUT

This section is concerned with taking the competencies developed in the needs assessment stage and breaking them down to identify the language that constitutes them. Four steps will take you to this goal: (1) writing training objectives and organizing them by some set of priorities; (2) dividing competencies into language skills and listing their grammar, vocabulary, and cultural aspects; and (3) putting competencies into groups of similar grammatical difficulty, deciding which competencies need to be spiraled, and choosing the order of presentation for those at the same level of difficulty.

The steps in this section will enable a Trainer to assure Trainees that the content of each lesson plan builds toward a competency.

The outcome of the needs assessment stage is a list of competencies. Those competencies are the goals of the lessons in the training program.

STEP ONE

WRITE TRAINING OBJECTIVES

Having put together a list of competencies that Trainees need to get along in their new environment, you can then translate the list into training objectives.

Training objectives are easy to state in a competency-based program, because competencies are identifiable language behaviors that demonstrate your training objectives in action: In other words, the training objectives of your program are that Volunteers be able to perform the competencies you have chosen to include.

To write training objectives, you need to organize the order in which competencies will be introduced in the program. This requires some additional evaluation of the competencies in your list, as explained below.

Ways to Organize Competencies

Let us return for a moment to a comparison of a competency-based curriculum with a traditional, grammar-based curriculum. As in other aspects of the curriculum planning process, the way material is organized for a competency-based curriculum differs from the way it is organized for a grammar-based curriculum. To illustrate these two ways of organizing competencies, we use the sample list of competencies presented in the section on needs assessment and show how they might be ordered.

Topic: PERSONAL IDENTIFICATION

Competencies:
1. Give name, address, and affiliation
2. Explain the nature of the Peace Corps and describe personal role in it
3. Ask for others' names and affiliations
4. Identify family members

Topic: TRANSPORTATION

Competencies:
1. Request information on local public transportation
2. Ask and answer questions about a bus schedule and fares
3. Give and respond to directions to city buildings (school, hospital, bank, post office) and to other towns
4. Read traffic signs

Topic: HOUSING

Competencies:
1. Ask and answer questions about a suitable place to live
2. Give own address and describe location of home
3. Request help for household repairs
4. Make an appointment with a landlord

Ways to Order Materials In a Grammar-Based Program

Traditional classrooms usually sequence material on one of the following bases (listed here in descending order of frequency in which they are usually found in foreign-language programs):

1. **By grammatical structure**, with structures that are easiest taught first. This order is found in grammar translation, in the audio-lingual method, and in modern methods that use a grammatical order of presentation.

2. **By order of importance**, with the most important content presented first. This order is common in language training methods that prepare learners to live in or visit the target-language environment, such as the direct method or community language learning, in which learners determine what is most important to them.

3. **By frequency of occurrence**, of each item in the target language. To some extent this order of presentation is found in the natural approach and comprehension-based approach, since the items learners hear most

repeatedly during the delayed oral period are the ones they are likely to master first. Of course, what is heard most frequently is determined to a large extent by the instructor.

4. **By order of need**, with the language needed first taught first. This order prevails in the total-physical-response method, in which the first language learned is that needed to carry out tasks, and in the Silent Way method, in which learners need language to interact with the props placed before them. This order can also be used in other methods if the program is based on a needs assessment.

Ways to Order Materials In a Competency-Based Program

Competency-based instruction, in contrast, places a different emphasis on these ways of organizing input. For one thing, the input being organized consists of competencies, not some other kind of language unit. For another thing, it is organized to serve the assessed needs of the learners, not according to a prescribed textbook or method. Following are some of the ways competencies can be ordered in a competency-based program:

1. **By order of need**, with the language needed first taught first. This is one way to meet the "chronological order" condition of the input requirements listed in Part I. In other words, the first acts (or competencies) to be performed in the new culture are the first whose language is to be acquired. Let us say that, after looking at your questionnaires, you decide that Trainees need the competencies in a certain order. You would then list them in that order, as in the partial list below, continuing until all the competencies were placed.

    1. Give name, address, and affiliation (PERSONAL IDENTIFICATION)
    2. Give own address and describe location of home (HOUSING)
    3. Request information on local public transportation (TRANSPORTATION)
    4. Make an appointment with a landlord (HOUSING)

2. **By order of importance**, with the most important competencies listed first. The competencies that have important consequences for the safety and survival of the Trainee would come first. This method corresponds well to the "practical" and "relevant" requirements for optimal input as described in Part I.

Using our sample competencies, you might decide to order them in the following manner:

1. Give name, address, and affiliation (PERSONAL IDENTIFICATION)
2. Ask about a bus schedule and fares (TRANSPORTATION)
3. Request information on local public transportation (TRANSPORTATION)
4. Give own address and describe location of home (HOUSING)
5. Make an appointment with a landlord (HOUSING)

3. **By topic**, with competencies organized within each topic and topics ordered according to an additional organizing system. If you focus on several competencies within a topic area at the same time, you have the advantage of practicing a large amount of related vocabulary and cultural information across several competencies. If you choose this way of organizing competencies, you first need to organize the competencies within the topic areas you have chosen, whether it is by order of need, importance, or functions, which we describe next. Then you need to organize the topics into an order of presentation.

For example, let's say we want to order the topics by importance. We may decide that of the three topics listed, personal identification is the most important, followed by transportation, followed by housing. We then order the competencies within each topic according to their importance. We can look at the list of competencies we made during the needs assessment stage and simply put the most important within each topic at the top of the list, continuing down the list. The list might look like the following:

Topic: PERSONAL IDENTIFICATION

Competencies:
1. Give name, address, and affiliation
2. Ask for others' names and affiliations
3. Explain the nature of the Peace Corps and describe personal role in it
4. Identify family members

Topic: TRANSPORTATION

Competencies:
1. Ask and answer questions about a bus schedule and fares
2. Request information on local public transportation
3. Read traffic signs

4. Give and respond to directions to city buildings (school, hospital, bank, post office) and to other towns

Topic: HOUSING

Competencies:
1. Give own address and describe location of home
2. Make an appointment with a landlord
3. Ask and answer questions about a suitable place to live
4. Request help for household repairs

Of course, after you complete a training cycle, you may want to revise the order of these competencies based on your experience. These systems of organizing competencies are meant to be flexible in order to meet your needs.

An additional way to organize competencies is by language function, as described below.

4. **By language function**. You may have heard the term notional-functional syllabus. It refers to another way of ordering input that is similar to the competency-based curriculum. Like this curriculum, the notional-functional syllabus rejects the idea that language should be organized primarily along grammatical lines and organizes it instead on the basis of graded language functions.

A language function can be described as something we are trying to do using words. Language functions encompass the full range of purposes to which we put language, from its most direct purposes to its most intricate and subtle. Using lists of language functions as a way of organizing goals is not incompatible with a competency-based curriculum.

Language functions can span many topics and are not tied to a specific competency. Some functions in beginning language learning might include:

- asking for and giving information
- accepting an offer
- expressing surprise or approval
- apologizing
- suggesting a course of action
- meeting people

To illustrate how language functions can be used to order competencies, we use our same list of 15 competencies grouped by three topics.

If you take the first function in the above list, "asking for and giving information," you will see that competencies from each topic area can be classified under it. Following are the competencies that correspond to this function:

1. Ask and respond to questions about a suitable place to live (from HOUSING)
2. Ask for and respond to others' names and affiliations (from PERSONAL IDENTIFICATION)
3. Request information on local public transportation (from TRANSPORTATION)
4. Ask and answer questions about a bus schedule and fares (from TRANSPORTATION)

A benefit to using language functions to order competencies is that they can be graded by order of difficulty according to the kind of language they require, so if you classify competencies by function, that will also help you decide which ones should be introduced first. Of course, the order of difficulty of functions used in English may not be the same as the order in your language, so you have to consider the target language in setting an order.

Choosing from among a list of functions to set training goals can be a useful way to group competencies into an order of presentation. You can find further information on a functional curriculum in the references at the end of Part III.

SUMMARY OF WAYS TO ORGANIZE COMPETENCIES IN A COMPETENCY-BASED CURRICULUM

1. **By order of need**, with the language needed first taught first
2. **By order of importance**, with the most important competencies taught first
3. **By topic**, with topics and competencies within each topic ordered by need, importance, or function
4. **By language function**, with easiest functions presented first

We close this section of the curriculum design process with a summary of the process thus far:

SUMMARY OF PROCESS: WRITING TRAINING OBJECTIVES

1. On the basis of needs assessment, identify competencies that Trainees and Volunteers must perform, put them into words that describe observable behavior, and classify them by topic.
2. Next, choose a means or combination of means to organize the competencies: by order of need, by order of importance, by topic, or by language function.

STEP TWO

MAKE A COMPETENCY OUTLINE FOR EACH COMPETENCY

Once you have a list of competencies, it is time to gather detailed information about each one and place the information in outline form. The resulting document is called a competency outline. Following is a blank copy of a condensed competency outline:

COMPETENCY OUTLINE

Topic: **Competency:**	
Listening	
Speaking	
Reading	
Writing	
Grammar	Receptive: Productive:
Vocabulary	Receptive: Productive:
Cultural Notes	
Materials and Activities	

The following section describes how to complete each part of the competency outline. It consists of four parts: breaking the competency into language skills; analyzing each competency for grammar and vocabulary; including cultural notes; and writing in materials and activities.

Breaking Competency Into Language Skills

Once you have identified a competency and organized it, with other competencies, into training goals, you need to identify the language skills--listening, speaking, reading, and writing--that constitute it. For example, to cash a traveler's check, what must a Volunteer or Trainee be able to say? Read? Write? Understand when heard?

We discussed at length in Part I the four language skills and how they interact with learner styles and strategies. Here we are concerned with these skills in order to describe the contents of an individual competency and include them in a competency outline. Following is an example of how the competency of cashing a traveler's check can be broken into its individual language skills:

COMPETENCY OUTLINE SHOWING LANGUAGE SKILLS: EXAMPLE 1

Topic: **Money**

Competency: **Cashing a Traveler's Check**

Listening	• Follow directions on where to stand in line, whom to talk to, what I.D. to show, where to sign
Speaking	• Make request for service required • Request currency units desired • Count out bills and coins
Reading	• Recognize signs for bank or currency exchange • Recognize teller window
Writing	• Fill out any required forms

The various actions listed in these boxes show the specific language skills that make up this competency. Remember that although a competency is composed of many different ingredients, they do not all involve language. Of course, we are interested in those that use language--the language skills.

Following is another example showing the language skills required to perform a particular competency. Variations of this competency are found in the activities entitled "Doctor, It Hurts" in Part I and "Reading the Medicine Bottle" in Part II.

COMPETENCY OUTLINE SHOWING LANGUAGE SKILLS: EXAMPLE 2

Topic: Health

Competency: Visiting a Health Center for a Personal Illness

Listening	• Follow procedure for signing in and waiting • Go to indicated examining room • Follow instructions for physical exam • Follow diagnosis and treatment
Speaking	• Make an appointment • Greet receptionist and state purpose of visit • Respond to questions about medical history • State allergies • Describe physical symptoms • Clarify information on diagnosis and treatment
Reading	• Clinic hours • Dosages for medication
Writing	• Fill out medical history form

Following is one more example of a competency broken down into the language skills required to perform it:

COMPETENCY OUTLINE SHOWING LANGUAGE SKILLS: EXAMPLE 3

Topic: Housing	
Competency: Finding a Suitable Place to Live	
Listening	• Follow oral description of a room/apartment • Show understanding of any rules of the building or requirements of the landlord
Speaking	• Describe the desired type of room(s) • Discuss or bargain for the amount of rent • Set the length of time for the rental • Identify problems and request repairs
Reading	• Interpret the symbols in a newspaper ad • Recognize "For Rent" signs • Read a rental agreement
Writing	• Fill in renters' agreement form • Address an envelope to the landlord

When you start to break down competencies into their language skills, you will notice that some competencies lean heavily on one or two skills or do not require all four skills. Don't try to fill in every space if the language skill is not applicable. Just try to describe the performance of the competency in the most complete and accurate way you can.

Also, you will find that some competencies use several skills simultaneously, such as reading, and signing, a rental agreement. You can note this by putting an activity in two or more places on the competency outline.

You will quickly notice that some competencies are more difficult to perform than others and that some of the language skills within competencies are more difficult than others. You can take these differences into account in the step of curriculum design called sequencing and spiraling.

Analyzing Each Competency for Grammar and Vocabulary

Two more categories for analyzing each competency are grammar and vocabulary. You need to know exactly what grammar and vocabulary are needed to perform a competency in order to knowledgeably sequence and spiral competencies according to your training objectives.

In analyzing a competency's grammar and vocabulary, it helps to split the language into receptive and productive skills. Then it is easier to work with when you put together a lesson plan. When you list grammar and vocabulary, include any idiomatic words or phrases.

It may be hard for you to identify grammatical patterns needed for a competency. If so, simply provide sample sentences that the Trainees will need to learn. If you have previously used a grammar-based curriculum, you will probably find it easy to make grammar categories. You will also discover that there are many more grammatical features within the competencies than you first realize. Your grammar list will become more complete and accurate after the first training cycle if you keep good notes and revise as you go. But remember that Trainees do better if they practice by using the language in competency situations rather than by studying grammar rules.

Of course, every language has a different grammar system. The following example uses English grammar, but that in no way suggests that you must use the same means of classifying grammar in your language. We use the second of the previous examples, "Visiting a Health Center for a Personal Illness," adding the new elements of grammar and vocabulary to the competency outline.

COMPETENCY OUTLINE SHOWING LANGUAGE SKILLS, GRAMMAR, AND VOCABULARY: EXAMPLE 2

Topic: Health **Competency: Visiting a Health Center for a Personal Illness**		
Listening		• Follow procedure for signing in and waiting • Go to indicated examining room • Follow instructions for physical exam • Follow diagnosis and treatment
Speaking		• Make an appointment • Greet receptionist and state purpose of visit • Respond to questions about medical history • State allergies • Describe physical symptoms • Clarify information on diagnosis and treatment
Reading		• Clinic hours • Dosages for medication
Writing		• Fill out medical history form
Grammar	Questions:	Receptive: What's the matter? Do you have x? How long have you had x? Did you x? Productive: May I have x? Where do I go? Do I need x?
	Commands:	Receptive: Please come in. Please sit down. Fill out this form. Take this x times per day, before/after meals. Come back for a checkup. That will be (amount of money). Productive: Tell me that again.

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COMPETENCY OUTLINE SHOWING LANGUAGE SKILLS, GRAMMAR, AND VOCABULARY: EXAMPLE 2 (continued)

	Verbs and Tenses:	Simple present Since (present perfect, present perfect continuous) For
	Statements:	Productive: I feel x. I'm allergic to x. My x feels x.
Vocabulary		Receptive: Body parts Kinds of pain and illness Length of time Days and times Amount of money Procedures to be performed Treatment to be given Productive: Body parts Kinds of pain and illness Intensifiers (very much, awful . . .) Length of time

As you can see, the grammar and vocabulary lists in the competency outline can be quite lengthy. Even if you do not teach every item in every training cycle, it is best to create the most comprehensive list possible, preferably in an order that roughly corresponds to the frequency with which the items are used.

Including Cultural Notes

The next item on the competency outline is "cultural notes"--information about the anthropological, sociological, political, and other aspects of living in a new country, as reflected in its language and customs. Including cultural notes is a feature of many newer methods of language instruction, among them the competency-based curriculum. Adding cultural notes ensures that the curriculum is responsive not only to the specific assessed needs of the Trainee but also to the cultural conditions of the country the Trainee is living in.

You undoubtedly know from your previous training programs and other work with Americans that cultural sensitivity can make all the difference between a successful and an unsuccessful Peace Corps experience for all concerned.

As a Language Trainer, you probably realize that teaching a language--and even including cultural features of the language in your instruction--does not guarantee that the learner will be aware of the important rules of the culture she is now part of. Nevertheless, cultural orientation is vital and can spare people enormous amounts of misunderstanding and alienation. You have a unique opportunity to introduce much of this important cultural information through your language classes.

To determine cultural features that need to be addressed, it is useful to think of some common areas of potential cultural misunderstandings and differences. In other words, you should ask yourself which areas of daily life are likely to cause problems between the Volunteer and people from your culture.

Following is a list of some potential areas of "culture clash" that can occur between PCVs and people from their host culture. It was partially compiled from research done by sociologists who specifically studied cultural adjustment by PCVs.

You will notice that many of the areas cited focus upon relations between PCVs and host families, because they share space and time together on an intimate basis. Often, misunderstandings arise because of cultural differences regarding use of space and facilities and rituals of cleaning, eating, socializing, sleeping, and relations between the sexes. Here are some categories and questions you might bear in mind as you think about ways to foster cultural sensitivity:

Areas of Potential Cultural Misunderstanding

I. Guest-host communication

  a. Use of household space

    1. What are the normal boundaries of private and shared space in households in your culture?

    2. What are the usual expectations as to who can enter or use particular spaces in the household (kitchen, balcony, etc.)?

b. Use of the bathroom

   1. What are the usual expectations for personal hygiene in using bathroom facilities?

   2. How are bathrooms used in your culture, and how does that compare with U.S. use?

c. Use of the bedroom

   1. What are typical attitudes about privacy in the bedroom (shutting the door, noise, guests, etc.)?

   2. What kinds of things are done and not done in the bedroom in your culture (eating, studying, having overnight guests, etc.)?

d. Use of the dining room and living room

   1. What are the usual routines and rules for eating meals? For having guests for meals? For holiday meals?

   2. What kinds of activities should and should not take place in the living room?

   3. What are the standards of neatness with regard to shared spaces like these (where are clothes, shoes, books, etc. put)?

II. Roles/relationships of the American guest

a. General role within the family

   1. What are general rules for:

      gift giving?
      paying one's way or paying for others?
      making introductions?
      greeting and saying goodbye to various family members?
      using titles and names?
      using familiar or formal language forms?
      passing each other in rooms or hallways?

b. Relations with specific family members

   1. What are general rules for:

      helping with the housework?
      helping with children's homework or tasks?
      helping with repairs?
      helping with purchases or errands?
      relating to each family member when others are not home?
      interacting with relatives or friends of the family?
      interacting with maids or other domestic workers of the family?
      interacting with neighbors?

III. General cultural norms

a. In the area of religious expression, what should PCV know about:

   1. specific religious holidays or observances?

   2. appropriate dress for religious occasions?

   3. superstitions (objects, words, colors, etc. that arouse anxiety or mistrust)?

   4. taboos (words, actions, expressed attitudes that are highly disliked or feared)?

   5. attitudes toward those of other religions or nonbelievers?

b. In the area of socializing, what should PCV know about:

   1. initiating and accepting invitations?

   2. appropriate and inappropriate gathering places?

   3. humor (behavior or words that are considered humorous in both positive and negative ways)?

c. In the area of male-female relations, what should PCV know about:

   1. eye contact and body language?

   2. talking with single or married people of opposite sex?

3. appropriate terms of address and appropriate subject matter?

4. appropriate offers and responses to offers?

d. In the area of time,

   1. what is the norm for punctuality with regard to:

      appointments?
      parties?
      classes?
      work?
      bus, train, or boat schedules?
      meal times?

   2. are guests expected to:

      a. come at the exact time specified in the invitation?
         stay for or leave at a certain time?
         eat before or after hosts begin?

e. In the area of shopping, what should PCV know about:

   1. conventions of bargaining?

   2. quality and safety of goods?

f. In the area of political and social concerns, what should PCV know about:

   1. current political strife or other conditions?

   2. cultural conventions for discussing such concerns?

Of course, there are other areas of potential culture clash. If you wish, you can jot down additional areas right on this list.

Now you need to analyze each competency for its cultural features and add these features to the competency outline, just as you have done for language skills, grammar, and vocabulary. As you look at the preceding list, you will find several items that fit into your list of competencies. For example:

Topic: PERSONAL IDENTIFICATION

Competency: Making Introductions

Cultural aspects:
1. correct use of titles and names of family members and others
2. familiar or unfamiliar language forms
3. eye contact and body language

Sometimes, looking over a list of cultural considerations such as the one provided here will give you ideas for entirely new competencies you hadn't thought of during the needs assessment stage. If a cultural activity in your country has important consequences for the survival, happiness, or productivity of your Volunteers, by all means write it down as a competency, or include it with a related competency as a cultural note.

As with the competencies on the competency outline, you can revise your cultural notes as you obtain more information during your training cycles. Following is an example of how a competency outline looks with cultural notes included, using the second example from the previous section:

COMPETENCY OUTLINE SHOWING LANGUAGE SKILLS, GRAMMAR, VOCABULARY, AND CULTURAL NOTES: EXAMPLE 2

Topic: Health

Competency: Visiting a Health Center for a Personal Illness

Listening	• Follow procedure for signing in and waiting • Go to indicated examining room • Follow instructions for physical exam • Follow diagnosis and treatment
Speaking	• Make an appointment • Greet receptionist and state purpose of visit • Respond to questions about medical history • State allergies • Describe physical symptoms • Clarify information on diagnosis and treatment

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COMPETENCY OUTLINE SHOWING LANGUAGE SKILLS, GRAMMAR, VOCABULARY, AND CULTURAL NOTES: EXAMPLE 2 (continued)

Reading		• Clinic hours • Dosages for medication
Writing		• Fill out medical history form
Grammar	Questions:	Receptive: What's the matter? Do you have x? How long have you had x? Did you x? Productive: May I have x? Where do I go? Do I need x?
	Commands:	Receptive: Please come in. Please sit down. Fill out this form. Take this x times per day, before/after meals. Come back for a checkup. That will be (amount of money). Productive: Tell me that again.
	Verbs and Tenses:	Simple present Since (present perfect, present perfect continuous) For
	Statements:	Productive: I feel x. I'm allergic to x. My x feels x.

(continued on next page)

COMPETENCY OUTLINE SHOWING LANGUAGE SKILLS, GRAMMAR, VOCABULARY, AND CULTURAL NOTES: EXAMPLE 2 (continued)

Vocabulary	Receptive: Body parts Kinds of pain and illness Length of time Days and times Amount of money Procedures to be performed Treatment to be given Productive: Body parts Kinds of pain and illness Intensifiers (very much, awful . . .) Length of time
Cultural Notes	Expectations for modesty and cleanliness in culture's health care system Recommended clinics How to make appointments Payment system Proper form of address for health care workers Effective ways to ask for different, additional, or less treatment

Finally, you may find that some cultural features simply don't fit neatly into competencies but are still very important. You may want to discuss them in class during an open communication time, such as the kind described in the community-language-learning method in Part II. If Trainees have a chance to air their concerns and problems with you on a regular basis, they will be much better able to interact with other members of the new culture. You can view successful acculturation as one of the ingredients for reaching the threshold level discussed earlier. Attaining both a cultural and a linguistic threshold level is yet another way of defining the goal of communicative competence.

Writing in Materials and Activities

The materials and activities part of your competency outline should be filled in after you have put together a lesson plan for the competency you are working with. Since you don't yet know exactly what activities and materials you will use to introduce and practice each competency, it is premature to list them on the outline at this point.

However, you can jot down the "realia"--that is, real-life objects--that you know you will need for any lesson on the competency in question. For example, you can be sure that any lesson on the competency of shopping in a market will involve learning the words for various fresh produce and bringing some of the produce, or pictures of it, to class. So those materials can be noted in this section of the outline.

Once you have complete lesson plans for each competency, you can write in the activities you will use on the competency outline. After you have done a training cycle or two using the competencies, this part of the competency outline will already be complete.

Following is an example of a fully completed competency outline:

COMPLETE COMPETENCY OUTLINE

Topic: Shopping **Competency: Purchasing Food in the Local Market**	
Listening	• Follow directions to locate certain food • Take part in bargaining about price • Follow directions about paying
Speaking	• Ask if certain produce is available • Ask price of produce • Ask for desired quantity • Take part in bargaining about price
Reading	• Prices posted by produce
Writing	None

(continued on next page)

COMPLETE COMPETENCY OUTLINE (continued)

Grammar	Receptive:	_____ costs _____. How much do you want?
	Productive:	
	Questions:	How much is ___? Do you have ____? When was the meat killed?
	Commands:	Give me ___ quantity of _____. Lower your price please! Tell me that again.
	Verbs and Tenses:	Simple present, simple past Imperative Too much/too many Comparatives
Vocabulary	Receptive:	Names of produce, quantities, currency denominations, evaluations of produce
	Productive:	Amounts of money, names of produce, quantities (kilo, gram, bunch, etc.), qualifiers, intensifiers, comparatives (better, worse, cheaper, more expensive)
Cultural Notes		Bargaining expected by vendors--conventions regarding arguments used, length of time, how much price will go down, how to indicate acceptance or rejection Use informal address for vendors (women, more formal) Important to ask about freshness of meat, source Some tips on how to recognize good, bad produce
Materials and Activities		Pictures of market stall with fruit, vegetables, meat, fish, chicken Money Role play, dialogue practice, substitution drill, card game, Twenty Questions

How to Obtain Information About a Competency For the Outline

Now that you know all the steps to producing a competency outline, you need to know how to obtain the information you need for each section of the competency outline. We have already mentioned some ways in our discussion of each part of the outline, but the following chart and subsequent text provide further suggestions:

WAYS TO OBTAIN INFORMATION FOR A COMPETENCY OUTLINE

1. Go to a place where the competency is performed and observe the language that is actually used.
2. Take note of how you perform survival competencies in your list and use that knowledge to predict what your Trainees will need to know.
3. Use friends and colleagues as resources to help you fill in missing language information, as well as your common sense and imagination.
4. Continue to keep notes about the accuracy and completeness of your descriptions as you teach so that each training cycle will result in a more comprehensive and useful competency outline.

1. **Go to the place where the competency is performed**. You may have already visited some training sites to conduct interviews and to gather the competencies for your initial list. Once you know which will be included, you can get detailed information for your outline by making additional visits to the places where the competencies are performed. Of course, this cannot be accomplished all at once but must be done gradually, over time. Your highest priority in visiting training sites should be to learn more about competencies you have judged to be important during needs assessment but that you do not know much about.

When you visit sites to ascertain language used in performing competencies, be sure to take careful notes (or use a tape recorder if you have one) and to include such cultural observations as body language, gestures, and eye contact.

2. **Take note of how you perform the competency**. This method of getting information works well for a survival-oriented program like preservice training. For example, you can easily discover what language is used for buying a train ticket if

you keep careful notes when you buy a train ticket. You may be surprised at the difference between the language you expect to hear and what is really used to perform common competencies.

Be careful to observe not only the auditory exchanges, which are easy to keep track of, but also the written materials. For example, do you know exactly how directions and questions on common application forms and other documents are worded? You should try to obtain copies for your files of all written forms involved in a competency you are going to teach. If you find that there are several ways of saying the same thing, you need to introduce your Trainees to several of those ways, at least for receptive competence.

For example, consider the different ways used in English to ask for a person's marital status on forms. One form may have "Marital Status" as an implied question and leave a blank space for the answer. Another may have several initials from which to choose, such as S (meaning "single"), M ("married"), or W ("widowed"). Still another may ask a yes/no question, such as "Are you married?"

What seems to be a simple item of information may thus need to be taught several different ways. In the example we have just given, that would include such skills as:

1. Recognizing and answering implied questions that do not have a question mark.
2. Recognizing what letter initials represent in various contexts.
3. Recognizing and answering yes/no questions. (The famous joke on this point describes a form that asks "Sex?"--meaning "What is your sex?"--which is answered by one confused, and surprised, respondent with a "No!")

3. **Use friends and colleagues as resources, as well as your own common sense and imagination**. You can ask colleagues or friends what language they would expect to use in a situation or watch them as they perform a competency. For example, you can watch a colleague, or the person in front of you in line, buy her train ticket. Some of this kind of information can also be gleaned from a well-written questionnaire or well-conducted interview in the needs assessment stage.

4. **Continue to keep notes as training cycles progress**. A competency-based curriculum invites constant revision and evaluation, so your list should become more accurate and complete with every training cycle you teach. Do not tuck the

competency outline away in an inaccessible location once the training cycle begins. Use it as a "work in progress," adding and crossing out items as you get a truer sense of the competency.

STEP THREE

SEQUENCE AND SPIRAL

Once competencies have been organized into training objectives and individual competencies broken down into language skills, grammar, vocabulary, and cultural features and put in outline form, you can begin to establish the sequence of lessons in the training program.

> Sequencing is the first step and means arranging the competencies in order of presentation, and if you have separate class levels, putting competencies at the appropriate class level.
>
> Spiraling is the second step and means returning to the same competency at a higher level of language proficiency.

Sequencing

Let's review for a moment the ways to organize groups of competencies in a competency-based curriculum:

1. **By order of need**, with the language needed first taught first.
2. **By order of importance**, with the most important competencies taught first.
3. **By topic**, with topics and competencies within each topic ordered by need, importance, or function.
4. **By language function**, with easiest functions presented first.

Once you have organized groups of competencies into this larger organizing system, you have to put individual competencies in a certain order. This process is called sequencing. Sequencing requires knowing which language builds upon previous language, which, of course, has to do with grammar.

A New Role for Grammar

We have already discussed at length how the natural approach, and the competency-based curriculum caution against using grammar as a basis for organizing a language training program. So far, we haven't organized anything on the basis of grammatical elements.

In sequencing and spiraling input, however, there is an appropriate use for grammatical organization: After the topic and larger competency order have been chosen, and each competency has been split into parts and put into a competency outline, you can look at the grammatical parts of each competency and put them in an order of grammatical difficulty. This is the point where your knowledge of grammar becomes important.

To illustrate, let's look at the grammar section of one of the competencies analyzed in the previous section:

DETAIL OF COMPETENCY OUTLINE SHOWING GRAMMAR PARTS: EXAMPLE 2

Topic: Health

Competency: Visiting a Health Center for a Personal Illness

Grammar	Questions:	Receptive: What's the matter? Do you have x? How long have you had x? Did you x?
		Productive: May I have x? Where do I go? Do I need x?
	Commands:	Receptive: Please come in. Please sit down. Fill out this form. Take this x times per day, before/after meals. Come back for a checkup. That will be (amount of money).

(continued on next page)

DETAIL OF COMPETENCY OUTLINE SHOWING GRAMMAR PARTS: EXAMPLE 2 (continued)

	Productive: Tell me that again.
Verbs and Tenses:	Simple present Since (present perfect, present perfect continuous) For
Statements:	Productive: I feel x. I'm allergic to x. My x feels x.

Looking at this list, you may decide that the following grammatical items could be introduced in a beginning-level class, in roughly this order:

1. Commands: Please come in.
   Please sit down.
2. Questions: Receptive: What's the matter?
   Productive: Where do I go?
3. Verbs/Tenses: Simple present
4. Statements: I feel x.

Then, when you look at the four language skills, you can pick out those that roughly correspond to the grammatical items above. In this case, the skills you could teach for this competency at a beginning level might include the following:

COMPETENCY OUTLINE SHOWING BEGINNING-LEVEL LANGUAGE SKILLS: EXAMPLE 2

Topic: **Health**	
Competency: **Visiting a Health Center for a Personal Illness**	
Listening	• Follow procedure for signing in and waiting • Go to indicated examining room • Respond to statement of expenses at end of visit
Speaking	• Make an appointment • Greet receptionist and state purpose of visit • Describe physical symptoms
Reading	• Clinic hours

Now we return to an earlier competency, cashing a traveler's check, adding its grammar and vocabulary portions. In this way, each competency can be listed according to the language skills, grammar, vocabulary, and cultural information needed in the curriculum.

COMPETENCY OUTLINE SHOWING LANGUAGE SKILLS, GRAMMAR, AND VOCABULARY: EXAMPLE 1

Topic: **Money**	
Competency: **Cashing a Traveler's Check**	
Listening	• Follow directions on where to stand in line, whom to talk to, what I.D. to show, where to sign
Speaking	• Make request for service required • Request currency units desired • Count out bills and coins

(continued on next page)

COMPETENCY OUTLINE SHOWING LANGUAGE SKILLS, GRAMMAR, AND VOCABULARY: EXAMPLE 1 (continued)

Reading		• Recognize signs for bank or currency exchange • Recognize teller window
Writing		• Fill out any required forms
Grammar	Commands:	Give me the check. Sign here. Show me your passport.
	Questions:	Receptive: May I help you? How do you want the money? How much . . . . ? Do you have your passport? Productive: May I have it in (unit of currency)?
	Verbs and Tenses:	Request forms "May I . . . ?" "I'd like . . . " Simple present "I need . . . " Short answers
Vocabulary	Nouns:	teller, currency amounts, currency denominations
	Verbs:	sign, cash, have
		greeting, requesting, departing

Let's say that, looking over this competency, you decide that all the needed grammar can be introduced in the first week of class, since it consists of relatively short and simple items. Therefore, you can plan to teach the entire competency in the first week.

You may discover that the majority of language skills in the competency require advanced knowledge of grammar. Yet, you have placed the competency high on the list of competencies that you made when setting your training objectives. What should you do?

This is a situation in which grammar is decisive. If you feel, based on your knowledge of the grammar of your language, that a competency is unable to be mastered at the point you have placed it in your program because of its grammar, you need to shift it to another point.

The following chart summarizes the use of grammar in competency-based curriculum design:

USES FOR GRAMMAR IN A COMPETENCY-BASED CURRICULUM

1. To grade individual language skills in a competency by difficulty, and then to group the skills (or whole competencies) that are at the same level of difficulty together.
2. To reevaluate proper placement of competencies in your training objectives if they are unlikely to be mastered as a result of the level of grammatical skill of your Trainees.

To return to the curriculum design process, once you have decided which language skills of each competency can be taught at the beginning level and which need to be introduced later in the training cycle, you can make a list of all the language skills or complete competencies that belong at each level of training. The vocabulary you have listed in the competency outline can be similarly divided according to which language skill will be used to present it.

When you have finished sequencing the competencies and language skills within the competencies in this manner, you are ready to move to the next step, spiraling.

The following chart summarizes the curriculum design procedures we have discussed thus far:

CURRICULUM DESIGN PROCESS INCLUDING SEQUENCING

1. After analyzing Trainees' needs, choose competencies and put them into topic areas.
2. Organize them further on one of the bases for ordering materials in a competency-based curriculum to form training objectives.
3. Break each competency into its language skills, grammar, vocabulary, and cultural aspects.
4. Analyze the grammatical aspects of each competency for difficulty, match them up with the language skills of the competency that require knowledge of them, and decide which language skills of that competency belong at each class level.

Spiraling

Now we are at a point where we can take individual aspects of a competency and layer them at different stages in the training program. This layering process is called spiraling.

You can think of spiraling as reintroducing language skills within the same competency at a higher level of difficulty. This serves both as a natural way to review input and as a way to move logically to new material on the basis of previous input. Good spiraling is an important feature of successfully teaching older adults, because older adults in particular need to see some continuity between what they have learned and what they are going to learn. Older adults learn better when new associations can be firmly built upon previously introduced ones.

To illustrate spiraling with some specific competencies, let us say that you have set training objectives by ordering competencies according to their importance and have decided that Trainees need to perform these three competencies in the following order:

1. Communicating personal characteristics (PERSONAL IDENTIFICATION)
2. Cashing a traveler's check (MONEY)
3. Taking public cars and buses (TRANSPORTATION)

Let's say you have then broken down each of these competencies into the four language skills, grammar, vocabulary, and cultural aspects, as described previously. Then you have analyzed the grammar of each competency and identified the language skills that use each of the grammatical elements, as described in the sequencing section. Finally, you have picked out and listed the language skills that you feel belong at each class level.

Now you have a list of several competencies with their language skills divided into several levels of proficiency. Your training objectives might look like the following:

PRELIMINARY LIST OF TRAINING OBJECTIVES

Beginning Level

1. Topic: Personal Identification
   Competency: Communicating Personal Characteristics

   Listening
      Respond to basic I.D. questions
   Speaking
      Give name, address, and affiliation(s)
   Reading
      Read signs that tell where to get I.D. photo
      Read sign for Passport Control
   Writing
      Fill out basic I.D. forms

2. Topic: Money
   Competency: Cashing a Traveler's Check

   Listening
      Follow directions on where to stand in line, whom to talk to, what I.D. to show, where to sign
   Speaking
      Make request for service required
      Count out bills and coins
   Reading
      Recognize sign on currency exchange office
      Recognize teller window

3. Topic: Transportation
Competency: Taking Public Cars and Buses

Listening
- Respond to information given regarding fares, schedule, and route
- Respond to announcements on public-address system/driver's shouts

Speaking
- Ask arrival and departure times
- Ask where stops and stations are
- Ask for directions
- Ask amount of fare
- Ask which route includes destination

Reading
- Recognize express and local service routes
- Read bus stop signs, schedules, routes, gate signs, bus names

Intermediate Level

1. Topic: Personal Identification
Competency: Communicating Personal Characteristics

Listening
- Respond to requests for personal description
- Share likes and dislikes
- Share some goals for personal growth
- Listen to someone introduce you as a speaker at a meeting

Speaking
- Tell in general terms what the Peace Corps does
- Tell about your family and work history
- Respond to requests for personal description
- Explain why you are in the Peace Corps
- Share likes and dislikes
- Share some goals for personal growth

Writing
- Make a journal entry about a personal learning experience

2. Topic: Money
Competency: Cashing a Traveler's Check

Listening
- Make small talk with teller

Speaking
- Request currency units desired
- Make small talk with teller regarding exchange rates
- Sympathize with someone in line regarding conditions

Reading
  - Read article telling location and hours of windows that cash traveler's checks

Writing
  - Fill out any required forms

3. Topic: Transportation
   Competency: Taking Public Cars and Buses

Listening
  - Respond to directions
  - Know stated difference in cost of classes of service
  - Interpret explanations of distances and difficulties in reaching a certain place
  - Make small talk with driver/other passengers
  - Follow oral directions when there are unscheduled changes

Speaking
  - Describe at some length where you want to go
  - Make small talk with driver/other passengers

Reading
  - Arrange a travel schedule by consulting timetables

Writing
  - Fill out a claim for lost luggage

If you want to see the spiraling activity for a certain competency at a glance, you can simply put the competency onto a chart showing which language skills will be taught at each level. If you wish, you can also put the grammar that underlies these skills on the chart. Here is how such a chart would look, using the first of the competencies in the list of training objectives and including its grammar:

SPIRALING CHART

Topic: Personal I.D. Competency: Communicating Personal Characteristics		
	Beginning Level	Intermediate Level
LISTEN	Respond to basic I.D. questions	Respond to requests for personal description Share likes and dislikes Share some goals for personal growth Listen to someone introduce you as a speaker at a meeting
SPEAK	Give name, address, and affiliation	Tell in general terms what the Peace Corps does Tell about your family and work history Respond to requests for personal description Explain why you are in the Peace Corps Share likes and dislikes Share some goals for personal growth
REA	Read signs that tell where to get I.D. photo Read Passport Control sign	
WR	Fill out basic I.D. forms	Make a journal entry about a personal learning experience
GRA	BE verb, simple present, short answers	Past tense, question formation Possessive adjectives Negative in simple present

You will notice as you look at the list of training objectives that some competencies can be taught largely at one level of difficulty. For example, all of the important language skills and vocabulary of the competency "Cashing a Traveler's Check" can be covered at the beginning level of difficulty. Also, some competencies do not have different levels for each language skill, as is the case for the reading skill in the spiraling chart. These differences are to be expected in a curriculum built on real language and real needs--things will not always fit neatly into pre-existing categories.

You may also find that certain vocabulary items are more appropriate to teach at one level of difficulty than another. That means that you may decide to introduce some competencies largely at one level, and others at several levels, according to the difficulty of their language skills. This is spiraling.

Spiraling is an excellent way to reintroduce and review previously learned material. It is also a natural way to add vocabulary and grammar to a solid base of acquired language. Spiraling is a very important part of any competency-based curriculum, because it gives the learner a chance to practice the competency while increasing communicative competence.

Spiraling also corresponds well to the requirements for teaching older adults. It introduces the unknown in terms of the familiar and provides plenty of opportunity for practice. It also allows for differences in learning style and speed. Some learners may master a competency at a higher level of complexity than others, but all learners have several opportunities to manipulate the language needed to perform the competency.

Once you have spiraled competencies, you can put the vocabulary and cultural aspects of each competency into appropriate levels as well, which may depend on the level of grammatical difficulty needed to use or understand them. It will also depend on how much time you decide to spend on the preliminary presentation of the competency and how much time you plan to spend on subsequent presentations at higher levels.

When you have distributed the vocabulary and cultural items along with the language skills, you can take the original organizing system you used to set training objectives (order of need, order of importance, or language function) and order competencies that are at the same level of difficulty according to this organizing system. By doing this a second time, with much more information available to you about the content of a competency, you can be sure that it is placed at a spot that is both useful for training goals and realistic in terms of the demands of the competency.

Let us say, for example, that you decide to organize the competencies by using language functions. You will discover that some of the language skills at the same level of difficulty have very similar language functions across competencies. Therefore, you might pick language skills from several competencies and teach them as a group, rather than teaching an entire competency as a separate unit.

For instance, if we look at the listening and speaking skills for the beginning level in the "Preliminary List of Training Objectives," we find that several of the skills involve asking for or providing information:

Topic: Personal Identification
    Competency: Communicating Personal Characteristics
        Respond to basic I.D. questions
        Give name, address, and affiliation(s)
Topic: Money
    Competency: Cashing a Traveler's Check
        Follow directions on where to stand in line,
        whom to talk to, what I.D. to show, where to sign

Topic: Transportation
    Competency: Taking Public Cars and Buses
        Respond to information given regarding fares, schedule, and route
        Respond to announcements on public-address system/driver's shouts
        Ask arrival and departure times
        Ask where stops and stations are
        Ask for directions
        Ask amount of fare
        Ask which route includes destination

You might, therefore, decide to group these together and teach a unit on the function "Asking for and Providing Information," introducing activities in which learners exchange information while using language skills and vocabulary from several competencies. Organizing by language functions is one way to present competencies that are at a similar level of difficulty.

Another way to organize language skills within competencies is by the importance of the activity to the Trainee. Decisions about what is most important proceed in the same way as when you set training objectives, but this time at the level of individual language skills rather than entire competencies. Thus, you can pick out the language skills you deem most important for the first presentation of a competency and then spiral to less important, or more complex, language skills when you return to the competency later. For example, you may decide that the most important skills of the three competencies above are as follows:

Topic: Personal Identification
    Competency: Communicating Personal Characteristics
    Listening
        Respond to basic I.D. questions
    Speaking
        Give name, address, and affiliation(s)

Topic: Money
Competency: Cashing a Traveler's Check
Reading
Count out bills and coins

Topic: Transportation
Competency: Taking Public Cars and Buses
Listening
Respond to information given regarding fares, schedule, and route
Speaking
Ask arrival and departure times
Ask where stops and stations are
Ask amount of fare
Ask which route includes destination

Oral skills predominate in this list, so you might choose to introduce these competencies using a period of delayed oral production, which is highly recommended by the natural approach and several other methods covered in Part II. However, certain speaking and reading skills may also be very important to the Trainee and therefore need to be integrated into your lesson plans very early as well.

Using the preceding list of language skills rated according to their importance, your first-day plan might look something like the following:

Listening and Speaking Activity
Respond to basic I.D. questions
Give name, address, and affiliation(s)

Listening Activity
Currency denominations (count out bills and coins, information on fares, rent prices)
Times (information on schedule)
Place names (information on routes)

We show exactly how to transform this kind of information into a lesson plan in the following section.

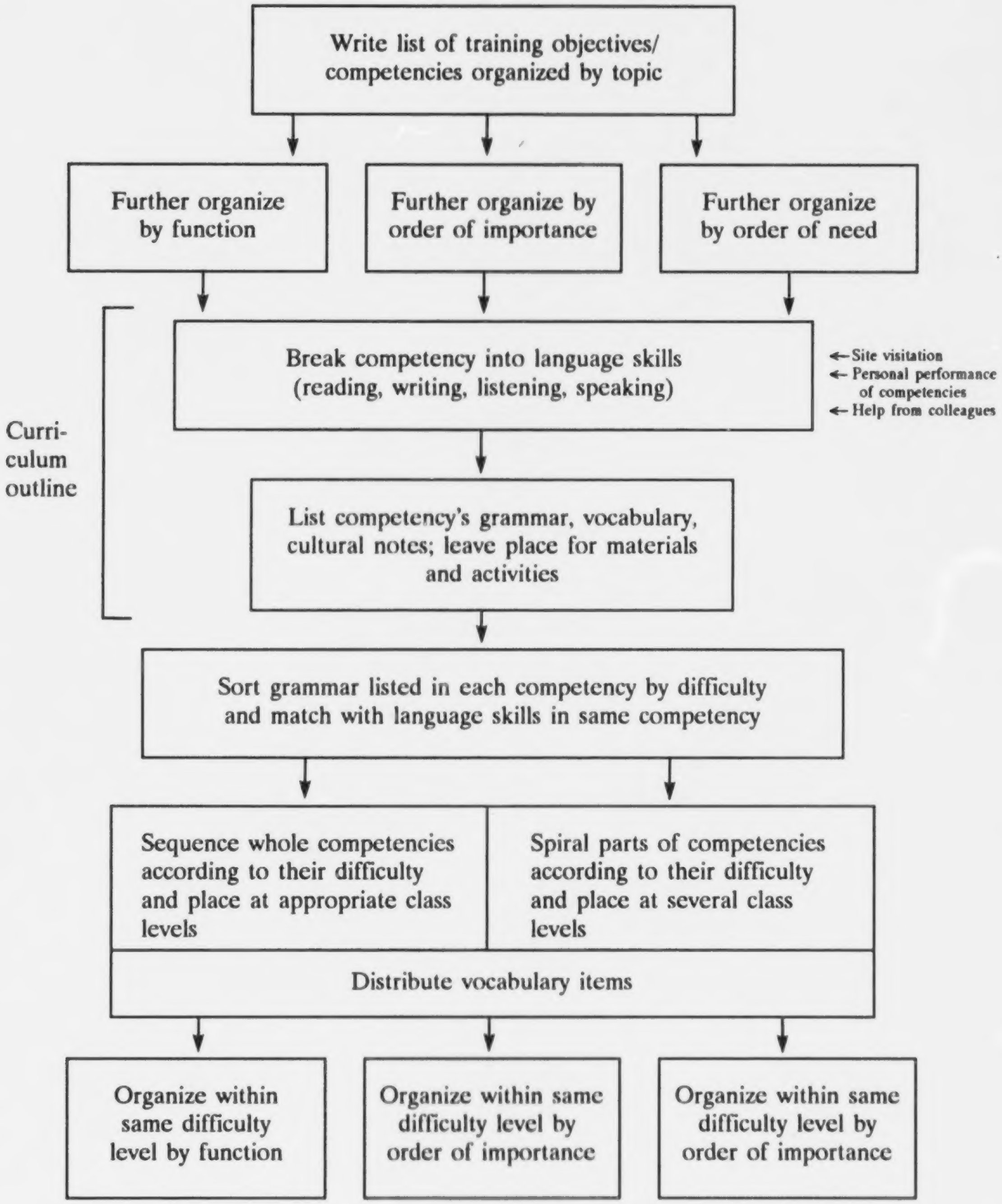
The last way to organize language skills is by immediacy of need for the skill, and you would do this, too, in the same way you ordered the competencies when you set training objectives.

After you have put all the beginning level competencies in order by your preferred ordering system, you can do the same thing for the intermediate-level competencies. We have illustrated several options to show the flexibility possible in a competency-based curriculum. You may introduce competencies in their entirety, or piece by piece, according to their function, importance, or immediacy of need.

When you are finished, you will have a complete list of competencies for your program, broken down into language skills, grouped by levels of grammatical difficulty, and put into order within each level, thus completing the sequencing and spiraling part of the curriculum design process.

We conclude this section with a summary chart showing all the procedures involved in organizing your program's input:

SUMMARY OF PROCEDURES FOR ORGANIZING INPUT


Write list of training objectives/ competencies organized by topic
Further organize by function
Further organize by order of importance
Further organize by order of need
Break competency into language skills (reading, writing, listening, speaking)
← Site visitation
← Personal performance of competencies
← Help from colleagues
Curri-culum outline
List competency's grammar, vocabulary, cultural notes; leave place for materials and activities
Sort grammar listed in each competency by difficulty and match with language skills in same competency
Sequence whole competencies according to their difficulty and place at appropriate class levels
Spiral parts of competencies according to their difficulty and place at several class levels
Distribute vocabulary items
Organize within same difficulty level by function
Organize within same difficulty level by order of importance
Organize within same difficulty level by order of importance

WRITING LESSON PLANS

This section describes the elements that go into a lesson plan, both in terms of "input"--that is, language content contained in the competencies--and in terms of procedures--that is, activities that are congruent with the monitor model and address all learning styles.

We describe three steps involved in making lesson plans: (1) fitting competencies and language skills into one-day instructional units of approximately four hours each; (2) choosing appropriate activities to review, present, practice, apply, and evaluate each competency; and (3) collecting, saving, and sharing instructional materials.

A lesson plan is a written display of what will happen in the classroom on a given day, including all the input to be covered, the activities that will be used to present it, the order in which the activities will be presented, and the approximate time allotted for each activity. The lesson plan is a way to keep track of all the language skills you are planning to teach from one day to the next. It is also a way to ensure that many of the learning strategies and styles discussed in Part I, and aspects of the language-learning methods discussed in Part II, are incorporated into your training program.

Lesson plans are put in a written format so that Training Coordinators can be sure of continuity from day to day, from level to level, and from Trainer to Trainer. For these reasons, lesson plans in a training program should be written up in a standardized format.

We present some of the features of lesson plans in a competency-based curriculum, leaving plenty of room for individual variation. Of course, you will have to determine the actual components of your lesson plan. We only suggest a format in which to write them and provide some guidelines about how to divide class time effectively.

STEP ONE

FIT COMPETENCIES AND LANGUAGE SKILLS INTO ONE-DAY INSTRUCTIONAL UNITS (APPROXIMATELY FOUR HOURS EACH)

In the previous section, "Organizing Input," we described how to make competencies into a curriculum, detailing their language skills, grammar, vocabulary, and cultural aspects; splitting them into levels of difficulty; and deciding upon their order of presentation.

Now we discuss how to split a competency or several competencies into one-day instructional units of about four hours each, the standard instructional period in Peace Corps training programs.

Since a lesson should be a coherent unit, you should usually focus upon one or two competencies per lesson. Two may be chosen because they belong to the same topic (or function, if you are organizing your curriculum by language functions instead of topics). The amount you can include depends on the length of time you estimate it will take to teach the language skills contained in each competency.

For example, looking at the outline in the previous section, you can see that the competency "Changing Currency" would not occupy four hours of training time. Another competency related to the topic "Money," such as an introduction to shopping at the market, could be added. In contrast, a complex competency might require more than one lesson.

To get an idea of how many language skills or competencies can be included in a four-hour unit, we can begin by considering the optimal times allocated for certain kinds of classroom activities and then try to match up the language skills of the competencies with these activities.

Let's start by looking at a sample lesson plan. Because we will add specific activities to the form later on, we refer to it now as a lesson plan outline. It contains all of the basic features of a competency-based lesson plan, with the addition of proposed time periods for each activity. The time periods--which are recommended lengths but can be altered--help you to budget time for each activity and ensure that the important ingredients of competency-based learning are used in every lesson you present.

The lesson plan outline is divided into four units, each one hour in length. It gives you a format into which you can put your lesson content, or input.

SAMPLE LESSON PLAN OUTLINE

Topic: ____________________ Date: ____________
Competency: ____________________
Materials Needed: ______________________________________

FIRST HOUR

Warm-up activity	10	minutes
Review of previous material	10	minutes
Presentation of new material	25	minutes
Change of focus (learning activity)	15	minutes
	60	minutes

SECOND HOUR

Play activity (acquisition)	20	minutes
Practice of new material (pairs, small groups, individual, etc.)	25	minutes
Break	15	minutes
	60	minutes

THIRD HOUR

Listening activity	20	minutes
Writing/reading activity	20	minutes
Application of new material (role playing, simulated problems, excursion, etc.)	20	minutes
	60	minutes

FOURTH HOUR

Break	15	minutes
Evaluation of previous material	20	minutes
Review of old and new material	15	minutes
Closing activity (group)	10	minutes
	60	minutes

The lesson plan outline has two kinds of features: five features that are found in all competency-based lesson plans and others that are standard features of many kinds of lesson plans. Brief descriptions of these features follow.

Five Features Of a Competency-Based Lesson Plan

1. **Activities That Review Previous Material**. Traditional classrooms as well as competency-based ones regularly use review procedures. However, review is an indispensable daily component of a competency-based lesson plan. It is even more important to older learners. Also, regular "recycling" of comprehensible input creates a richer language environment, which is so essential in language acquisition as presented in the natural approach.

In competency-based lesson plans, review activities are usually the first activity of the day after a warm-up. The review, of course, covers competencies from the previous day or days, not the competency or competencies that are the focus of the current day's lesson.

In the sample lesson plan, we show two review sessions, one at the beginning of the class, for previously introduced material, and one near the end, for more general review, possibly including a brief summing up of the day's lesson. This format can vary according to the assessed needs of the learners.

2. **Activities That Present New Material**. The new input must be presented in a clear and engaging way. This can be done by means of a dialogue, monologue, passage to read, object for examination, and many other ways. This part of the class includes presentation of much of the vocabulary listed in the competency outline.

3. **Activities That Practice**. Competency-based curricula move into communicative activities gradually, giving learners plenty of time to grasp new skills. If drills are used at all, this is the place they would occur. This is also a place where "total physical response" activities, pair work, or individual exercises could occur.

4. **Activities That Apply**. Learners need an opportunity to experiment with the newly presented forms in less controlled activities so they can apply what they have just seen and heard and integrate it with vocabulary and patterns they have already acquired. Activities that apply a competency's language skills are many and varied and include role playing, problem-solving tasks, writing opportunities, and interviews.

5. **Activities That Evaluate**. Competency-based curricula should provide regular opportunities to evaluate learner progress in mastering the competencies that form the training objectives. In competency-based evaluation, unlike in the traditional, grammar-based curriculum, the criterion is not correctness, but communicative competence and, specifically, the ability to perform the competencies. Therefore, standard features of traditional classroom testing, such as giving grades, imposing

strict time limits, and encouraging competition among learners, are not found in competency-based evaluation.

We discuss competency-based evaluation techniques further later in Part III. For now, you should simply note that evaluation appears well into the lesson plan so that learners will be adequately warmed up, relaxed, and involved. Note also that it is best to put evaluation activities right after a break when possible so that learners have a chance to get physically comfortable and prepare for the change in atmosphere.

To summarize, in a competency-based curriculum, each lesson plan should include the following five kinds of activity, generally in this order:

activities to **REVIEW**
activities to **PRESENT**
activities to **PRACTICE**
activities to **APPLY**
activities to **EVALUATE**

General Lesson Plan Features

1. **Warm-up and Closing Activity.** A warm-up activity takes place at the beginning of class and a closing activity takes place at the end. The warm-up gives Trainees a chance to become ready and willing to plunge into the day's activities, by means of such techniques as a brief question-and-answer period, a reference to the previous day's high points, a commentary on the weather or news, or playing a song on a cassette. The closing activity should leave the class with an upbeat spirit and sense of camaraderie, perhaps by means of a group activity. When possible, it should build confidence in using the new competency under study.

2. **Breaks.** There are two 15-minute breaks in the lesson plan, both approximately in the middle of the four-hour class. This is a good policy, especially when teaching older learners. If learners know they can count on a certain time for a break, they can relax more and thus concentrate better. When possible, you should let learners know when their breaks will occur. Of course, if you notice that Trainees are too restless or tired to learn on a given day, you may want to give the break earlier, and, contrarily, if they become engrossed in an activity at break time, you may want to delay the break a bit.

3. **Acquisition Activities Versus Learning Activities**. As we discussed in detail in Part I, natural-approach educators believe that most language is learned through acquisition and that conscious learning activities do little more than polish and refine what is acquired on an unconscious level.

This leads us to an important question: How can you put acquisition activities in a dominant role in your lesson plan?

The answer: by devoting most of the class time to activities that will use language and develop communication--games, role playing, group discussions, pair work, problems to solve, listening tasks--and devoting much less class time to formal learning activities--error correction, grammar, pronunciation, spelling, etc. You will see this bias in the lesson plan above.

A 20-minute period called "Play activity" is scheduled in the second hour, shortly after the new material (or part of it) has been presented. This period is meant to ensure that acquisition-oriented activities are written into every day's lesson plan. It provides a place to include more unorthodox activities that have a more interactive focus. The lesson plan does not specify which learning skills to use, but the activities should favor right-brain or inductive thinking (see Part I). That is because these learning styles tend to be overlooked in traditional, grammar-based programs.

There is also a section called "Change of focus" in the first hour, which allows for 15 minutes of learning activity right after the presentation of new material. It gives instructors a chance to take one part of the competency in isolation--perhaps an item of grammar or a cluster of related vocabulary--and handle it in a more traditional way, for a short period.

Other parts of the outline, "Practice of new material," "Listening activity," "Application of new material," and "Review of old and new material," should also employ as many acquisition-style activities as possible.

Incorporating Competencies and Language Skills Into the Lesson Plan

Now you have a lesson plan outline into which you can fit the competencies and language skills for each level of your program.

Let's look at the following sample of two competencies and their language skills and assume they have been chosen to be part of the first two weeks of a training program. We take the second of them, "Changing Currency," and show

how it can be incorporated into a lesson plan outline. Let's assume the first competency was taught on the previous day.

The competencies are listed here in abbreviated form, as they might look in a completed curriculum outline showing all the competencies in your program in the order you will present them. Although only their language skills are specified here, full information about them should be available in the competency outlines you have made for each competency.

TWO SAMPLE COMPETENCIES WITH LANGUAGE SKILLS

TOPIC: Personal Identification
  Competency: Volunteer will be able to communicate vital personal data

- Respond to basic I.D. questions
- Give name, address, and affiliation(s)
- Read sign for Passport Control
- Read signs that tell where to get I.D. photo

TOPIC: Money
  Competency: Volunteer will be able to change currency

- Follow information regarding rate of exchange
- Ask for rate of exchange
- Ask to change currency
- Count out bills and coins
- Recognize sign on currency exchange office
- Read window signs
- Fill out required forms

Let's take the language skills of the second competency and distribute them in the various time slots of the lesson plan outline according to which activities in the outline most closely correspond to the material contained in the language skill. (To fill in this lesson plan outline in actuality, you would need to consult the full competency outline so as to take into account the competency's vocabulary, grammar, and cultural features as well.)

SAMPLE LESSON PLAN OUTLINE WITH TIME SLOTS ASSIGNED

Topic: Money
Date: ____________
Competency: Changing Currency
Materials Needed: ______________________________

FIRST HOUR

Warm-up activity:	10	minutes
Ask and answer I.D. questions giving name, address, and affiliation		
Review of previous material:	10	minutes
Read signs for Passport Control and I.D. photo location		
Presentation of new material:	25	minutes
Changing currency-- ask for rate of exchange ask to change currency follow information on rates of exchange count out bills and coins recognize sign on currency exchange office read window signs		
Change of focus (learning activity):	15	minutes
Introducing the alphabet, numbers		
	60	minutes

SECOND HOUR

Play activity (acquisition):	20	minutes
Letters, numbers games		
Practice of new material on changing currency	25	minutes
Break	15	minutes
	60	minutes

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SAMPLE LESSON PLAN OUTLINE WITH TIME SLOTS ASSIGNED
(continued)

THIRD HOUR		
Listening activity: Follow information regarding rate of exchange	20	minutes
Writing/reading activity: Fill out required forms	20	minutes
Application of new material (role play or simulation) Changing currency, visual mode-- count out bills and coins recognize sign on currency exchange office read window signs	20	minutes
	60	minutes
FOURTH HOUR		
Break	15	minutes
Evaluation: Checkup on communicating vital statistics	20	minutes
Review old and new material: First two competencies	15	minutes
Closing activity (group)	10	minutes
	60	minutes

You will see that all of the language skills, vocabulary, and grammar of "Changing Currency" have been included somewhere in the lesson plan. In addition, there are two review periods to go over the skills from the previous day's competency, "Communicating Vital Personal Data." The "learning" activity, introducing numbers and the alphabet, is a language activity closely related to both competencies, since Trainees will have to spell their names out loud, ask for amounts of money, understand when numbers are spoken to them, etc. So the learning activity ties back in to both competencies.

The process of matching the contents of a competency with the parts of the lesson plan outline may not result in a perfect fit. In that case, you can adapt the lesson plan outline to your needs . The most important thing is to present the competency in its entirety, and if it doesn't fit exactly into the lesson plan outline, alter the outline. If you do need to alter the outline, keep in mind the importance of acquisition activities and of retaining the five features of a competency-based lesson plan.

Once you have decided roughly how long to spend on teaching each part of the competency under focus, you can choose specific activities to illustrate each of them. In the following section we discuss how to choose activities for your lesson plan.

STEP TWO

SELECT ACTIVITIES FOR LESSON PLAN

The detailed work of writing lesson plans begins now. First, you look over the amount of time you have allotted to each part of the competency in the lesson plan outline. Then, you can choose appropriate activities to convey the contents of the competency.

When you begin to look over activities that might be included in a lesson plan, your first consideration should be which activities can best illustrate the content of the lesson, or input, you have decided to include.

Many kinds of activities are available to you. Some can be found among the activities we have chosen to illustrate learning styles and teaching methods in Parts I and II of this manual (lists of all these activities can be found at the ends of Parts I and II). Also, a comprehensive list of teaching/learning techniques, called a taxonomy, is included at the end of the manual.

A second consideration is to address the learning styles of your Trainees. You will want to vary the activities as much as possible among the learning strategies identified in Part I. The creative lesson-plan writer will choose techniques and methods that address the strengths and weaknesses of various kinds of learners.

Finally, the lesson plan should be designed with the goal of lowering the filter. Your commitment to removing pressure, embarrassment, and frustration from the classroom environment will influence the final selection of activities.

THREE CRITERIA FOR SELECTING ACTIVITIES

1. Identify activities that effectively employ the language skills contained in each competency.
2. Attempt to choose activities that draw from several learning styles.
3. Address ways to lower the filter.

Now that we have a lesson plan outline with time segments assigned for a four-hour session, we can look at each section of the lesson plan to see what activities might be appropriate according to the criteria above. This "brainstorming" process takes place every time you plan a lesson. We show it in detail here, but in reality the process is quite rapid for an experienced Trainer.

FIRST HOUR

Warm-up activity: 10 minutes

Ask and answer I.D. questions giving name, address, and affiliation

This warm-up is a refresher of the competency taught the previous day. Since Trainees have very little fluency at this point, you could simply go around the room asking them the same I.D. questions you presented the previous day. At the end, you could have stronger learners ask you or other learners the questions.

Review of previous material: 10 minutes

Read signs for Passport Control and I.D. photo location

This section is also a review of the previous day's focus. You could have a set of cards with passport control and I.D. photo location information on them and have Trainees match them with your oral description (complete with gestures) of what takes place at those locations. For example:

"At this place, I sit on a chair . . . like this, and my picture is taken. Here is a picture. Then they put the picture on a plastic card. Which of the two cards here tells the place? . . . . Yes, it is the sign saying "I.D. photo here."

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Presentation of new material: 25 minutes

Changing currency--

- ask for rate of exchange
- ask to change currency
- follow information on rates of exchange
- count out bills and coins
- recognize sign on currency exchange office
- read window signs

This is the heart of the new lesson, and you have a lot to cover. Most of the skills here are receptive, which might suggest the use of listening-activities, perhaps "total physical response" (TPR). Act out a series of 6 to 10 commands that illustrate the situation and present the key language items. Then have learners follow the commands until they comprehend comfortably. You could also use the audio-lingual method of introducing the material through a short dialogue, such as the dialogue in the ALM section in Part II, which uses a bank as its setting.

At this point, you should also look at the list of grammar and vocabulary items from your competency outline, making sure the specific grammar and vocabulary you want to include are worked into the presentation.

If the activity you have chosen will not fit into a 25-minute slot, you may want to shorten the previous two activities to 5 minutes each, or take some minutes from the segment following; 25 minutes is a good time limit for a single activity, however.

Change of focus (learning activity): 15 minutes

Introducing the alphabet, numbers

This is a chance to introduce some letters and numbers, making them recognizable in both written and oral form, if time permits. Since this is probably the Trainees' first formal exposure to letters and numbers, you should present them simply and clearly. If your language has uppercase and lowercase letters, or cursive and print lettering styles, this might be a good time to hand out a sheet showing them; you can also illustrate how they are pronounced by spelling your name or their names. Decide on the range of numbers you will teach.

You might mention any features in the letters or numbers that cause difficulties for English speakers, if they are simple and straightforward. This learning activity leads nicely to the succeeding one, an activity designed to help learners acquire competence in using the letters and numbers you have just presented.

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SECOND HOUR

Play activity (acquisition): 20 minutes
Letters, numbers games

You can use flashcards, counting, or alphabet games; children's rhymes; or simple arithmetic or spelling games to stimulate use of letters and numbers with minimal self-consciousness. Just because numbers and letters require eventual memorization doesn't mean learning them has to be dull! You may want to pass out numbered cards for a bingo game or some other game using number or letter recognition.

It is too early to expect Trainees to produce the letters and numbers orally without errors, so you should focus on receptive skills. Remember, this will not be the last time you practice letters or numbers, so don't look for mastery, or even competence, at this time. Satisfy yourself that you are providing the initial clear input needed to gain later communicative competence.

Practice of new material on changing currency 25 minutes

A TPR activity, such as picking up the correct amount of change on the table as stated by you or another Trainee, is one way to practice numbers before they can easily be produced by Trainees. You can also give Trainees a slip of paper with a money amount written on it and have them pick that amount up from the table. This gives practice in both listening and reading abilities in counting currency.

After a few more days had passed, this part of the lesson plan would be a suitable place for breaking into pairs or small groups. On the second day, however, Trainees do not have enough communicative competence to derive much benefit from being split into pairs.

THIRD HOUR

Listening activity: 20 minutes
Follow information regarding rate of exchange

This is an opportunity to broaden the oral component of the competency to include related vocabulary and structures. You could give a short, unscripted oral presentation, with plenty of redundancy, paraphrase, and gestures to aid comprehension, describing other procedures performed at a bank. You could highlight some of the new vocabulary items by writing them on the board before beginning your presentation or giving Trainees guided questions and asking them to listen for the answers to them as they follow your monologue.

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You could also give an incomplete table of numbers, such as the "Train Timetable" activity in Part II, and ask them, by listening, to find the missing numbers and fill them in. The table in this case could be a table of exchange rates for various international currencies.

Writing/reading activity: 20 minutes
Fill out required forms

You can either provide real forms from the bank or make up simplified versions of the forms and have Trainees fill them out. To make it more interesting, you can have them interview another Trainee for the information and fill out the other Trainee's information on a form. Or you could assume a fictional identity, as used in Suggestopedia (see Part II), and have Trainees as a group ask you questions in order to fill out a form about you.

Application of new material: 20 minutes
Changing currency, visual mode--
count out bills and coins
recognize sign on currency exchange office
read window signs

This is an opportunity to stretch the visual vocabulary of the Trainees, by introducing related indoor and outdoor signs. You could show pictures of a series of buildings, with a matched set of cards with the names of the buildings, and have Trainees find the building that goes with the name they have been given. For example, the Trainee with a card reading "Post Office" identifies a picture (perhaps a postcard) of the main post office of your country. This is a good opportunity to teach "Open" and "Closed" signs, and business hours, by showing signs with these messages and asking questions about them.

FOURTH HOUR

Evaluation: 20 minutes
Checkup on communicating vital statistics

There are many ways to check comprehension and mastery of competencies. For this competency, you might check mastery with a dictation of numbers, with a multiple-choice to recognize pronunciation of a sign posted in the room, or by saying the isolated TPR commands you have introduced earlier in a different sequence to see if Trainees can perform them in a new order. You could check number recognition by having them put an X either before (less than) or after (greater than) a number on

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the answer sheet. As you can see, even an elementary lesson like this offers many possibilities for competency-based evaluation.

In reality, you would probably not want to spend this much time on evaluation so early in the training program and would do better to use the time to introduce further language skills or perhaps some cultural features that would prepare for the competency the following day.

Review old and new material: 15 minutes
First two competencies

This would be a good place to integrate content from the two competencies and related vocabulary into a new form. For example, you could do a cloze exercise that consists of a dialogue at the currency exchange in the airport, and leave certain key words blank. Trainees figure out the missing words from context. Or you could scramble the sentences describing the procedure on a piece of paper and have Trainees demonstrate understanding of the procedure by putting them in the proper order. Remember, review times are not the place to introduce new material, no matter how tempting!

Closing activity (group) 10 minutes

This early in the training program, the closing activity should probably be something general, perhaps of cultural interest. You could bring a snack food popular in your country and give a simple explanation of where and how it is eaten, and where Trainees could expect to buy it. You could show the national flag and briefly tell its origin and symbols. You could give Trainees nicknames from your language or talk about common names of women and men. This part could be in English if you feel Trainees have had enough for the day. Later in the program, their stamina for your language will be greater.

Once you have listed some possibilities, you need to decide which of the proposed activities you will use for each segment. To some extent, this is an art of fine negotiation. Even if each part is well suited to its purpose, you want to make sure that the entire lesson plan has balance and variety. Following are some of the criteria you can use to see if the lesson plan is balanced. You will recognize these criteria from Part I, in which we discussed choosing input on the basis of principles of the natural approach. Later, we incorporate these into a larger checklist, adding some additional items to watch for.

FEATURES OF A BALANCED LESSON PLAN

Lesson plan should have:
1. receptive and productive activities (receptive ones should predominate in the opening weeks)
2. full-group, small-group, pair, and individual activities
3. auditory- and visual-mode activities (auditory ones will always predominate in Peace Corps training programs)
4. inductive and deductive activities
5. field-dependent and field-independent activities
6. left-brain- and right-brain-dominant activities

So far you should have:

1. Decided which activities to include in each section of the lesson plan along with their approximate times,

2. Double-checked to see that the lesson plan has balance and adjusted it if it doesn't, and

3. Checked once more to see if the activities included will lower the filter. Think especially about your older adults. As the training cycle progresses, you will be able to picture them in your mind. Can you imagine them performing the activity you have planned? If you are teaching the lesson plan for a second time, ask yourself, How did older adults respond to this in the first training session?

The last thing to do is to go through the completed lesson plan and take stock of all the materials you will need to perform the lesson. List these materials at the top of the lesson plan outline in the space provided for materials.

The completed sample lesson plan that follows refers to activities and material to be reviewed in shortened form. Always make sure that your lesson plan notations, though brief, will still make sense when you pull out the lesson plan months later for the next training cycle. Also, be sure to write the current date and material to be reviewed from a previous competency in pencil on the lesson plan so that they can be erased when dates and review items change.

Do not put off writing notes about the success or failure of each lesson plan; jot down some comments on the back of the lesson plan, or on a separate piece of paper to be filed with the lesson plan, the same day you teach the lesson. You will then be in a better position when you come back to revise it. The "Checklist for

Lesson Plan Balance and Variety" later in this section is another way to evaluate a lesson plan.

When you finish filling in all the spaces on the lesson plan, you can go back to your competency outline and fill in the area called "Materials and Activities." You will then have completed both the competency outline and the lesson plan and be able to use them efficiently in future training cycles.

One more note: It is entirely possible to teach several competencies in one day, especially if they are simple and interrelated; it is also possible to teach only part of a competency in one day if it is difficult. If you are combining competencies, you can simply write both (or all) of their names at the top of the lesson plan and distribute their input appropriately among the segments of the lesson plan. It is also possible to have part of one competency and all of another competency in the same lesson plan, as a result of spiraling parts of competencies according to their difficulty.

If you make sure that the input of all your competencies is incorporated in a lesson plan somewhere in the curriculum, it is hard to go wrong.

The following sample of a completed lesson plan shows the most straightforward option: that of featuring a single competency in a day's lesson, with review of a single competency as well.

SAMPLE COMPLETED LESSON PLAN

Topic: Money Date: June 12
Competency: Volunteer will be able to change currency
Materials Needed: Building sign collection, coins, open/closed signs, alphabet handout, bingo set, missing-numbers sheets, building cards, currency exchange rate handout, bank form, bank dialogue, banana fritters

Language Skill	Activity	No. of Minutes
FIRST HOUR		
Warm-up activity:		10
Ask, answer I.D. questions on name, address, and affiliation	Question chain	

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SAMPLE COMPLETED LESSON PLAN (continued)

Review of previous material: Read signs for Passport Control, I.D. photo location	Match bldg. signs w/oral descrip. of procedure there	10
Presentation of new material: Changing currency-- ask for rate of exchange ask to change currency follow information on rates of exchange count out bills and coins recognize sign on currency exchange office read window signs	ALM-style dialogue including "I'd like," "How much is," asking for information; denominations of local currency. Show coins. Recognition of open/closed signs	25
Change of focus (learning activity): Introducing the alphabet, numbers	Handout of alphabet and basic rules on capitals, family name first, teach kids' alphabet song, spell own, others' names	15
TOTAL		60
SECOND HOUR Play activity (acquisition): Letters, numbers games	Bingo. Make enough cards so each T. can have 3. Let volunteer T. call out numbers (numbers are made of cardboard, in box)	20
Practice of new material on changing currency	T.'s fill in missing numbers. I read off prepared list, then compare TPR: give cards w/ amounts as T.'s pick out correct number of coins stated, pick out coins from oral cue	25
Break		15
TOTAL		60

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SAMPLE COMPLETED LESSON PLAN (continued)

THIRD HOUR		
Listening activity:		20
Follow information on rate of exchange	Loose monologue based on procedure for cashing traveler's checks, with pretaught vocab. on board	
Writing/reading activity:		20
Fill out required forms	Hand out bank forms and have T.'s interview me collectively and fill in form together	
Application of new material:		20
Changing currency, visual mode	T.'s match cards of well-known buildings with names eliminated, to be matched with names of buildings on index cards.	
count out bills and coins	Give handout with incomplete table of numbers w/ currency exchange rates and have T.'s fill in missing numbers by listening	
recognize sign on currency exchange office	(Covered under presentation of new material section)	
read window signs	Display "Open" and "Closed" signs	
TOTAL		60
FOURTH HOUR		
Break		15
Evaluation:		20
Cultural notes	Greetings--put in pairs and perform sequences of greetings	

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SAMPLE COMPLETED LESSON PLAN (continued)

Review old and new material: Both competencies	Scrambled sentences of an alternate dialogue showing bank procedure	15
Closing activity (group)	Introducing and sampling banana fritter	10
TOTAL		60

The last consideration before we leave this section on lesson plans is an efficient means of evaluating the success of the lesson plan for the next training cycle. (Self-evaluation is one of the strong characteristics of competency-based education.)

One good way to do this is with a checklist like the one that follows. It asks questions that allow you to ascertain whether you have fulfilled the three criteria for lesson plans mentioned earlier. The first criterion, "Identify activities that effectively employ the language skills contained in each competency," is addressed in Question 8. This question cannot really be answered until the lesson has been taught. The second criterion, "Attempt to choose activities that draw from several learning styles," is addressed in the first six questions. The third criterion, "Address ways to lower the filter," covered in Question 7, also cannot be answered until the training has taken place.

Let us assume you have given the lesson and filled in the checklist. The completed checklist might look something like this:

SAMPLE COMPLETED CHECKLIST FOR LESSON PLAN BALANCE AND VARIETY

Topic: Money Competency: Changing Currency	YES/NO Cite example(s), comments
1. Does it have reception and productive activities, with receptive ones predominating?	Y - Receptive: two listening comp. activities, dialogue, monologue, bingo Productive: question chain, match bldg., interview
2. Does it use full-group, small-group, pair, and individual activities?	Y - full group, individual N - no small group or pair
3. Does it include both auditory- and visual-mode activities (although auditory will predominate)?	Y - auditory: dialogue, monologue, listen. comp., bingo, no. game - visual: formal, scramble, table completion
4. Does it include inductive and deductive activities?	Y - Deductive: request and asking for information grammar, lists, dialogue N - Inductive: none
5. Does it include field-dependent and field-independent activities?	Y - FD: interview, bingo, banana - FI: listening comp.
6. Does it include left-brain- and right-brain-dominant activities?	Y - RB: snack, alphabet game, showing greetings - LB: all the rest
7. Which activities did/didn't help to lower the filter?	Helped: bingo, list. acts, fict. interview, food tasting Didn't help: practice of new mat. warm-up, question chain
8. Which activities were/were not well matched with the language skill they were supposed to teach?	WM: monologue, coins, song, bldg. signs, bingo NWM: all O.K.

FD = field dependent
RB = right brain dominant
WM = well matched

FI = field independent
LB = left brain dominant
NWM = not well matched

STEP THREE

COLLECT, SAVE, AND SHARE MATERIALS

You can begin gathering training aids--the materials you will need to carry out your program in the classroom--as soon as the needs assessment has been completed and the list of competencies is available. Training aids for the previous lesson plan on changing currency, for example, included coins and bills, bank forms, currency tables, cards showing buildings, and a bingo set. A competency related to visiting a distant village might include training aids such as tape recordings of local dialects, a record of local music, and samples of regional clothing.

These possibilities suggest three types of aids that Trainers will need: pictures, objects, and cassette tapes or records. In addition, the written lesson plans themselves are important training materials. Trainers need to do three things with these aids: collect them, save them, and share them.

MATERIALS TO COLLECT, SAVE, AND SHARE

1. Visual Images
    a. objects
    b. pictures
2. Tapes and records
3. Written lesson plans

Collecting Training Materials

Some visual aids, such as coins or clothing, are easy to collect. Other things are not so easy to find, especially drawings or photos. The language staff should be constantly on the lookout for pictures that could be used in a lesson plan. Trainers can draw pictures themselves, cut them from magazines or posters, or make copies from books. Phonograph-record jackets, book covers, and even the family photo album are all potential visual aids. Prints of paintings and drawings by local artists are another excellent source of visuals. The more famous ones are sometimes sold in the form of inexpensive postcards at national museums. Even when the objects, actions, or meanings of the pictures are not clear, they can be used to stimulate discussions on competencies related to local culture.

Audiocassette tapes are becoming increasingly important as training aids as more and more training centers acquire tape-recording equipment. Trainers can collect prerecorded tapes and can also prepare their own cassettes for use in language training sessions. If possible, you should also prepare tapes that Trainees can use for independent practice outside of the scheduled training sessions. These could include radio broadcasts, popular songs, and dramatic readings of written articles at different levels of difficulty. For example, a lesson on the competency "Discussing the Host Country's Economic System" could use a recording of an authentic or simplified news broadcast on current exports. Later, learners could use the tape on their own time for extra listening practice.

It is tempting to send away for materials during training cycles, when it is too late, and to forget to do so between training cycles, when it isn't. Send for a training aid as early as you can. Even if the material doesn't arrive in time for the current training cycle, it will be available for the next one. If funds for purchase need to be arranged, start the application process immediately. Or buy the materials yourself, to keep for your own professional use and development.

Saving Training Materials

You should plan to save the materials you collect permanently. Unfortunately, Trainers often have great success with a teaching aid or lesson plan and then neglect to preserve it for a future training cycle. This is especially true when an idea for an exercise emerges spontaneously in the process of conducting a language training session.

The new activity should be noted on the original lesson plan as a permanent record. Save the object or picture you found at the last moment in the same way you would jot down an activity you thought of at the last moment. Set a storage box for those objects in a protected place. If possible, mount your visual aids on cardboard rather than paper. Find a box for storing prepared cassettes or use a commercially produced cassette shelf.

Lesson plans are perhaps the most crucial of all training aids to save. Make files for lesson plans so you can retrieve them easily when you want them. You should also store related documents with the lesson plans, such as the checklist for lesson plan balance and variety, the competency outline, or any commentary on the lesson plan, for later use.

The most logical way to file lesson plans is under the competency they introduce. You can have a filing system of competencies, grouped by topic, so that if you rearrange the order of presentation of competencies, the basic units of the curriculum will remain intact.

Make it a rule to save everything you use in your language training session. Even if you plan to revise a lesson before using it again, save the original plan to use as a starting point. In this way, you can build on your successes, spending effort on refinement rather than starting from the beginning again. When you have plenty of training aids, you can be sure that your class time will be spent enjoyably, with a lot of interaction and variety. That is the key to successful language acquisition.

Sharing Training Materials

Training Coordinators should provide opportunities for Trainers to demonstrate to colleagues lessons and materials that have been particularly effective in their classrooms. If you are given a chance to see what other Trainers are doing, everyone in the program will benefit.

In addition to facilitating the sharing of ideas among Trainers, it is a good idea to build a permanent library of materials. Since loose lesson plans, visual aids, and cassettes have a tendency to get misplaced, each training site needs to develop a way of handling, storing, and protecting materials.

All of the work involved in developing a complete competency-based language training program should be preserved for future training staff to use, adapt, and improve upon. Curriculum design and development are an ongoing process that should be reviewed and perhaps revised before each new training cycle. Collecting, saving, and sharing materials are an important part of that process.

MANAGING THE CLASSROOM

Once you have developed a complete competency-based curriculum, it is time to present the lessons to the Trainees. The way you conduct the training sessions will determine whether all your good curriculum development work comes to fruition. This is the art of fine teaching.

This section gives some tips about language-related classroom teaching and general classroom techniques, both viewed in the light of the competency-based curriculum and the natural approach.

The taxonomy at the end of the manual gives a full listing of various ways class time can be structured--namely, by modes, materials, and class organization.

Classroom management consists of techniques instructors use to work with learners. You might call it your "teaching style." It includes ways of handling the flow of activities in the classroom both related and unrelated to the lesson content you are presenting.

This section on classroom management discusses two kinds of techniques:

1. **Foreign Language-Related Classroom Techniques**--techniques that are specifically related to the teaching of a foreign language and are based on language-learning research. These techniques are consistent with our chosen approach, the natural approach, and with the competency-based curriculum.

2. **General Classroom Techniques**--techniques that apply to any kind of classroom situation, not to any one subject, and that can help you avoid certain common problems. We relate these techniques to the Peace Corps training context and address the specific issues of older learners.

FOREIGN-LANGUAGE-RELATED TECHNIQUES

In providing some tips on how to apply principles of the natural approach in some areas of traditional language teaching, we include the following:

1. Error correction
2. Grammar
3. Pronunciation

All three of these aspects of foreign-language teaching play important roles in a traditional language-learning curriculum and much-reduced roles in the natural approach and the competency-based curriculum. It is no coincidence that all three of these concerns fall into the realm of "conscious learning" rather than "acquisition" and, as such, have limited application to the language-learning approach we are proposing. Nevertheless, the following descriptions briefly review the optimal use of these areas in your classroom, providing some tips on how to teach them effectively.

Error Correction

The natural approach in general discourages error correction of the kind usually found in traditional language-learning classrooms: for example, when the instructor stops the learner in midsentence to correct the learner's speech, or covers student writing with corrections in red pencil. There are several reasons for this position:

1. If communicative competence is the goal of second-language acquisition, the message--or comprehensible input and output--is what is important, not the form the message takes (with errors or error free). Therefore, most error correction does not contribute to the goal of communicative competence.

2. The monitor model places priority on lowering the filter and creating self-confidence in learners. Error correction can have a negative, and sometimes devastating, effect on learners, especially in the sensitive domain of language learning. This effect is exacerbated with older learners, who are likely to have higher filters and lower self-confidence than younger learners.

3. Error correction has not shown impressive results in language-learning research and may thus be a waste of class time.

For these reasons, we recommend using error correction in very limited circumstances. They would include the following:

1. When "learning" activities, rather than "acquisition" activities, are taking place in the classroom--in other words, when the focus is on form, not content. Error correction, like grammar and pronunciation teaching, appeals to the monitor, and the monitor should be the focus only in situations in which communicative competence is not the immediate goal

of the lesson. Such situations would include revising writing, doing manipulative grammar exercises, or doing other nonevaluative activities.

2. During communication activities, error correction should be avoided except when the message cannot be understood. In that case, there are several ways to naturally clarify or correct incomplete or inaccurate output, as we describe shortly.

3. If a learner consistently makes a cultural error (verbal or otherwise) that has a strong stigma for native speakers, the error should be pointed out and alternatives presented. As we discussed earlier, communicative competence is a measure not merely of linguistic correctness but of cultural appropriateness and sensitivity. For example, certain sounds, such as nose blowing, may be considered innocuous in one culture and highly impolite in another. Certain phrases, too, can be easily misunderstood when translated to the new language and cause embarrassment or hurt.

Ways to Clarify and Correct

Good techniques of error correction give learners the opportunity to self-correct. Self-correction makes it more likely that the learner's comprehension will improve and is also consistent with the learner-centered approach favored by this manual. Such techniques are similar to the communication devices used between native speakers to allow for self-correction of mistakes. Here are three of them:

1. **Indicate lack of comprehension.** This is probably the technique that comes closest to the language acquisition process. You can indicate that a native speaker such as yourself finds the message confusing. Offer a polite "Pardon?" or "I'm sorry, I didn't understand. Could you repeat?" That signals to the speaker that something--whether pronunciation, structure, or choice of word--is wrong. This is also an opportunity to answer a learner's questions about the error she has just made. Here it is best to let the learner take the initiative.

2. **Repeat the speaker's sentence in corrected form**, to confirm that the message was properly understood. For example, if the Trainee says, "My cousin of host family is visiting this week," you might say, "Oh--your host family's cousin is visiting this week." If a Trainee says, "My electricity go out last night," you could say, "You say your electricity went out last night?"

3. If a message is confusing, **give the speaker correct alternatives to choose from**. For example, after a confusing sentence, you could ask a learner, "Did you mean his sister gave the party or his sister attended the party?" This method of correcting while clarifying can be used between learners as well as between Trainer and Trainees.

THREE CONSTRUCTIVE CORRECTION TECHNIQUES

1. Indicate lack of comprehension politely.
2. Repeat erroneous sentence in corrected form.
3. Give speaker alternatives for expressing meaning.

Grammar

Many foreign-language teachers spend a large part of their training learning about the grammar of the language they are going to teach. Unfortunately, less time is usually spent showing future teachers how to effectively teach grammar, so it often becomes the weak link in foreign-language teaching. We address some common questions with regard to the teaching of grammar in hopes of giving some good advice in this area.

Question No. 1: When and Where Should Grammar Be Taught?

According to the natural approach, grammar, like error correction and pronunciation, should be taught in certain circumscribed conditions only. It should never form the basis of a curriculum or a lesson plan. Instead, it should be limited to times when the focus is on "learning," not on developing communication skills.

Grammar should be taught if one of the goals of the language program is a high degree of accuracy in the target language, whether for academic or other formal purposes.

Question No. 2: Which Grammatical Structures Should Be Taught?

Once you have decided when grammar will be used in the classroom, you need to determine which grammatical structures should be included. The natural approach suggests three criteria for deciding what grammar should be taught and what should not. The grammar should be:

1. **Learnable**--the rule should be easy to describe and remember.
2. **Portable**--the rule should be able to be carried in the learner's head without outside reference materials.
3. **Not yet acquired** by the learner, since many grammar rules can be (unconsciously) acquired with sufficient comprehensible input.

Of course, the decision about individual structures will vary from language to language, so it is impossible to generalize about which kinds of structures should or should not be taught. The decision depends upon your sense of the learnability, portability, and lack of acquisition of the grammar you are considering teaching.

In grammar-based beginning English classes, for example, much time is spent teaching and practicing the use of "a/an" and "the." English teachers constantly lament about how few students seem to grasp this fine point. Perhaps instead of regretting the learners' seeming slowness, the instructor (or curriculum designer) should instead examine why such a complex subject is introduced at the beginning level, especially when it does not make a significant difference in communicative competence.

Question No. 3: How Can Grammar Be Taught Most Effectively?

One of the questions often asked about teaching grammar is whether it is more effective to introduce it deductively or inductively. As discussed in Part I of this manual, different learners favor different learning styles. Some learners like to see a grammar rule written clearly on the board or in the textbook, with examples following it. Other learners freeze when they see such rules and prefer to have examples and then draw conclusions from them, guided by the instructor.

Neither of these ways of teaching grammar is right or wrong, but one might work better with one group of Trainees or with one particular grammar point than with another.

You should weigh the negative effect that deductive grammar teaching can have on the filter (since many learners, especially older ones, are intimidated by complex or complex-looking rules) against the efficiency of presenting a grammar rule instead of allowing the class to "discover" it.

If you use a deductive approach, remember these points:

1. The rule should be stated simply enough to be comprehensible and not overwhelming. It should be presented with enough time to "soak in." This point applies especially to classes with older adults.

2. The rule should be presented clearly and plainly on the blackboard or on the handout, with grammatical similarities noted clearly in all examples. Good layout will especially help older adults.

3. Give sufficient examples, and solicit sufficient examples from the learners, so that there is time to both understand and practice the rule.

If you use an inductive approach, remember these points:

1. The examples from which learners are to generalize must be clearly isolated so they know what it is they are supposed to be examining. Usually, the examples should be presented in isolated sentences so they will not get lost in the larger context.

2. Examples should be presented in both oral (auditory) and written (visual) form so that the grammar lesson will serve learners favoring either mode. The grammar segment should not be a listening comprehension or reading lesson.

3. You need to be sure that once the rule has been discovered by the learners, it is clearly summarized and repeated. In this way, learners will not have an incomplete, or incorrect, understanding of the rule.

Beyond the deductive/inductive question, there are a few other suggestions that can be made regarding teaching grammar. For one thing, it is important to note that teaching your Trainees to state grammar terminology or rules is not likely to be successful, nor is it a productive use of class time. We do not need to know the names of parts of speech or how to recite grammar rules in our native language, yet we use the grammar of our native language nearly perfectly. The same kind of mastery can occur in second-language acquisition given sufficient amounts of comprehensible input and adequate opportunities to develop communication skills.

Therefore, when teaching grammar, present a minimum of grammatical terms or grammar rules. Your Trainees don't need to know the names of grammar functions; that will not improve their communicative competence. Rather, they should be shown how the grammar looks in action through the use of many accessible examples.

Another rule of thumb in grammar teaching is to keep the presentation short and lively. Grammar is associated with boredom for most students, and lengthy explanations or practice only heightens that feeling. Try to stagger your grammar point across several lessons plans: the first day, perhaps, for discovery of a grammar rule via several examples; the second for explanation of the rule and some examples of it in action; the third for a chance to apply and practice the rule in more uncontrolled settings; and the fourth for review.

Pronunciation

The goal of your language program with regard to pronunciation is comprehensibility, not accent-free speech. Therefore, you should not be overly concerned, or allow your Trainees to become overly concerned, with removing all traces of their American accents. It is not possible, and it isn't even desirable.

What should be a goal is to bring Trainees' pronunciation within the range of comprehensible options for pronouncing words. This is not always as easy as it sounds!

As described in the earlier sections on errors and grammar, you need not spend class time showing Trainees how to categorize phonemes, etc., in the way you may have done during your linguistic training. This is useful and interesting for Trainers, but not for the average learner. Instead, you should introduce, simply, clearly, and over a period of time, the unfamiliar consonants, vowels, intonation patterns, and other features that are found in your language and not in English.

Pronunciation work is most successful when instructors try to observe the following:

1. Practice a sound or sounds in a meaningful context rather than in isolation. If you are teaching a new consonant, for example, it should be introduced in real words or short phrases, rather than just articulated. That way, the activity is more like "acquisition" and less like conscious learning.

2. Try not to point out "correct" or "incorrect" pronunciation by members of the class. This can be humiliating and creates barriers that may not be overcome with other positive reinforcement.

3. When possible, give Trainees the opportunity to model their speech after several native speakers, not just you. Guest speakers, prerecorded tapes, and out-of-class assignments are some of the ways to do this. In some

cultures, males and females have dramatically different vocabulary, idioms, or intonation patterns. Make sure that Trainees hear language patterns of members of their sex. Do the same if there are significant differences in the way language is used by different age groups or regional groups.

4. As with grammar practice, keep the session very short and stagger the information over time, including review. Most pronunciation units should not take more than five minutes of class time on any one day.

GENERAL TECHNIQUES

The art of good teaching, of course, has a virtually inexhaustible list of general classroom techniques, and any Trainer could probably write a good manual giving her own teaching "secrets." We include only a few common areas of concern here, emphasizing those that are handled in a unique manner under the natural approach and other learner-centered teaching methods:

1. How to warm up the class
2. How to manage learner-centered activities
3. How to have a discussion
4. How to conclude a class session

How to Warm Up the Class

The first five to ten minutes of a lesson should be a warm-up, often a review of the previous day's work. The review should be fairly easy, something to give the learners a sense of confidence and success as they begin work on the newest competency.

If the day's lesson is a "spiraled" return to a competency covered days or weeks earlier, the warm-up can include a brief review of the structures and vocabulary covered in the original lesson. The Trainer should begin the review by giving a demonstration; for example, a review of the competency for visiting a health clinic might begin with a short narrative about someone who visited a clinic and what happened there.

Each teaching/learning exercise that is new to a group of learners deserves an introduction, very clear step-by-step directions, and usually an example or demonstration by the Trainer of the behavior expected from the learners. Adults learn most effectively when they are sure of what is about to happen and how to participate. This way of introducing an exercise is all the more important when the lesson plan is eclectic, because the Trainee may need to change learning strategies as often as every 15 minutes.

Other effective ways to warm up a class session include bringing in an object that is placed on the table at the beginning of class to be examined and discussed by Trainees (a cultural artifact, appliance, artwork, toy, puzzle, etc.); beginning class with an object hidden in a bag that Trainees have to identify by means of yes/no questions; creating a special mood with altered lighting, music, or decorations (see the section on Suggestopedia in Part II); having a mystery guest; and so on.

The warm-up need not last long--10 or 15 minutes is usually enough. The purpose is to create interest, excitement for learning, and self-confidence in the learner. You can choose your own warm-up activities by using activities from Part I or II or by browsing through the taxonomy of teaching/learning techniques at the end of the manual.

How to Manage Learner-Centered Activities

The Trainer who is accustomed to energetically directing each lesson activity may feel uncomfortable using the natural approach's less controlled, learner-centered techniques. The activity might be a game, a group problem-solving effort, or a creative project. Less controlled, or "open-ended," activities are not uncontrolled; although the way the class members work their way toward the goal may be uncontrolled at some points along the way, the goal of the activity (the competence or language skill) is kept under control. You may feel nervous when members of the class are talking all at once, moving around rapidly, or laughing or shouting loudly. In a traditional classroom, such behavior is frowned upon. But in a class whose goal is communicative competence, all of these expressions indicate that learners are relaxed, confident, and working hard to use the new language.

Another point to bear in mind about less controlled activities is that they do not leave you with nothing to do. Rather, you act as an involved "facilitator," keeping the activity moving, involving all the learners, and noting learner progress.

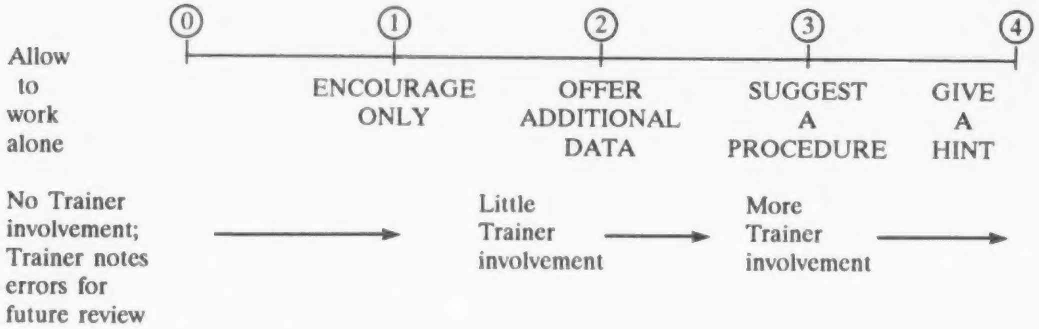
A Trainer who uses learner-centered techniques successfully will develop a high degree of sensitivity to the group and to its progress in taking charge of the learning process. When the skilled Trainer perceives that the group is having difficulty, she has the discipline not to step in and take over the exercise but first to encourage the learners. The following four-step process enables struggling learners to continue learning with the maximum degree of independence.

How to Intervene in Learner-Centered Activities

1. When the group appears to be having difficulty, the Trainer first encourages them, expressing confidence in their ability.
2. If that is not enough to get the group working again, the Trainer provides additional information, including new vocabulary when needed.
3. If the group still does not function smoothly, the Trainer makes a procedural suggestion. For example, if the group cannot come to a consensus on the logical order of a series of pictures, the Trainer might say, "See if you can agree on which photo is last in the order. Come back to the first later." Or the Trainer might ask, "Has everyone shared an opinion yet? Have you forgotten to get someone's ideas?"
4. As a last resort, the Trainer can give a hint to the solution: "Take a look at the last sentence to find the mistake." "If I tell you that Item A matches with Figure 6, does that make any of the others fall into place?"

STAGES OF INTERVENTION

(When a less controlled exercise falters)


⓪
①
②
③
④
Allow to work alone
ENCOURAGE ONLY
OFFER ADDITIONAL DATA
SUGGEST A PROCEDURE
GIVE A HINT
No Trainer involvement; Trainer notes errors for future review
Little Trainer involvement
More Trainer involvement

Keeping control while letting Trainees take the initiative requires highly sophisticated leadership on the Trainer's part. You must be closely enough involved with the process of the exercise to know when to intervene and when to keep silent. It also requires discipline to follow the four-step order in making interventions, keeping in mind that the goal is to promote independent learning and to allow the Trainees tc use their own strategies and styles to achieve communicative competence.

How to Have a Discussion

Lesson plans, especially at the intermediate and advanced levels, often call for discussion in the target language. We define a discussion as a voluntary exchange of comments and questions among class members. The word "discussion" does not mean a rambling conversation with no particular topic. Rather, learners start by hearing a presentation or having an experience related to one or more competencies identified in the needs assessment. The lesson plan calls on the Trainees to discuss this topic or competency.

For example, discussion topics might include: (1) understanding and responding to negative feedback from community members, (2) preparing to approach government officials for funds, or (3) examining male-female relationships in the new environment.

The main purpose of a discussion in language training is to promote communicative competence. Discussions can lower the affective filter and create lively peer interactions on many topics. Sometimes, however, it can be difficult to get learners to participate in discussions. Following are some simple ways to increase the likelihood of having a successful classroom discussion on a competency-based topic:

1. Step aside and let the group take over. Do not try to lead the discussion. Merely act as a facilitator, to keep things moving and distribute time fairly among class members. Sit down.

2. Try not to ask questions to which you already know the answer. If you ask an obvious "fact" question, there is nothing to discuss. Instead, ask for feelings, opinions, attitudes, and preferences, questions that start with "How" or "Why." The best kind of question is one that provokes curiosity and interest, especially about an experience that Trainees may have overlooked or been puzzled by. Some examples:

   > "Did you notice that the visitor took a long time to get to the point, to reveal the purpose of the visit? Why do you think he did that?"
   >
   > "Why do you suppose the second Volunteer was more successful than the first in getting the official to cooperate?"
   >
   > "What did the woman in the story want to get across by leaving when she did?"

Discussions will be most successful when learners must create their own interpretations.

3. Let Trainees know that you expect them to volunteer their comments. Try not to call on people, or they may become passive and the exercise will turn into a series of mini-dialogues between you and the Trainees instead of a conversation among all of the participants.

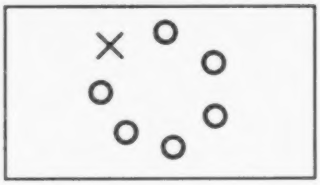
4. Let the group know before they hear a presentation or have an experience that they are going to discuss it afterward. That is the simplest way to increase participation in a discussion, because learners know they will be expected to talk afterward. If they can anticipate what is expected of them, they will listen and think more attentively.

5. The learners should do most of the talking, to avoid having the discussion turn into a question-and-answer session with you. The discussion format is not meant for prolonged explanations by the Trainer. If you are asked questions, answer them briefly and then turn questions back to the learners.

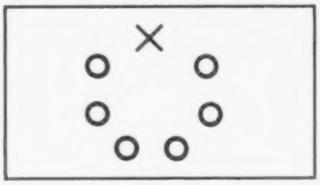
6. Finally, choose a seating arrangement that is conducive to discussion. The drawings that follow show various possible arrangements of Trainer (X) and Trainees (O).

SEATING ARRANGEMENTS NOS. 1 AND 2: LEARNER-CENTERED AND SEATING ARRANGEMENT NO. 3: TRAINER-CENTERED

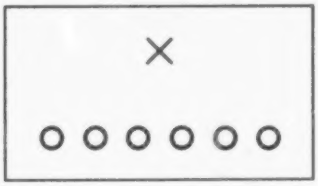
No. 1



No. 2



No. 3



Learners cannot see each other without straining, so all comments will tend to be directed at Trainer.

Although seating arrangement No. 3 tends to be the most common in classrooms, No. 1 and No. 2 are much more conducive to a discussion environment. If your room has movable chairs, take advantage of the flexibility by making seating arrangements that reflect your goals. Keep chairs close enough to allow optimal visibility and audibility but not to make Trainees ill at ease.

How to Conclude a Class Session

It is easy to fall into the trap of filling in the last half-hour of a session with exercises and stopping when the clock says the time is up. A lesson in which teacher-directed practice grinds on until the end is often the result of too little planning or keeping poor track of time. If this habit goes unchecked, it can create attitude and learning problems.

Running out of time, the opposite problem, can also result in an unsatisfying conclusion to a lesson and interrupted exposure to new language forms, which hinders older adults in particular.

In general, you should try to spend the amount of time you planned for each exercise, unless doing so would seriously impair the lesson. If you keep notes in your lesson plan outline about the times required for each activity, you can make better time estimates with each successive training cycle.

Each lesson plan should have a concluding section. The conclusion should show the learners how far they have come since the session began. A final recap of the lesson gives learners a sense of accomplishment by allowing them to demonstrate a degree of mastery over a new set of language skills.

In a competency-based curriculum, the ideal review is often to let the Trainees role-play the entire competency covered in the lesson.

The last five or ten minutes should build team spirit, encouraging Trainees to congratulate one another on their achievement during the session. Plan a good concluding activity for the lesson and make sure you save time for it.

COMPETENCY-BASED EVALUATION

Evaluating results is the final task for language training staff. This section describes three ways to measure effectiveness in a competency-based language training program: (1) daily, informal assessment of individual language skills; (2) competency-achievement checklists, and (3) the ACTFL (American Council on the Teaching of Foreign Languages) oral proficiency interview.

This section explains how to give Trainees reliable, useful feedback on their progress. Evaluation will also help you identify aspects of the training program that need to be strengthened.

Every kind of training requires some evaluation to see if the training goals have been accomplished. In traditional foreign-language teaching, the language test is the standard tool. It often consists of true-false, multiple-choice, or fill-in-the-blank questions with one correct answer that test the learner's ability to recognize or produce correct grammar. It also may have a writing section, perhaps a reading comprehension section in which students answer questions about a story, and a listening comprehension section. The entire test, and sometimes sections of the test, are strictly timed. A number or letter grade is usually given based on the number of correct answers; and grades are often put on a curve, so that one student has the highest, and another the lowest, grade.

Competency-based adult education such as your language training program views assessment very differently. It downplays competition between learners; takes testing out of the academic realm, looking instead at the learners' ability to perform the target competencies; and evaluates simply whether the learner can or cannot perform the competency. This information is shared with and retained by the learner.

Evaluation in the natural approach tends to be more cooperative, often using group tasks to observe learner progress rather than testing each person individually, and eliminating the strict time limits on tasks. These features, which are also consistent with competency-based education, are particularly helpful to older adults, because they tend to have higher affective filters and slower response times.

Following is a summary of the differences between traditional language testing and competency-based evaluation that uses the natural approach:

DIFFERENCES BETWEEN TRADITIONAL AND COMPETENCY-BASED LANGUAGE TESTING

	TRADITIONAL	COMPETENCY-BASED
1.	Tests grammatical correctness	Tests communicative competence
2.	Usually a pencil-and-paper activity	Involves performing competency
3.	Number grade based on correct answers	Graded simply as can do/cannot do
4.	Competition encouraged	Cooperation encouraged
5.	Usually strictly timed	More flexibility on time given
6.	Learner evaluation private	Learner evaluation shared with learner
7.	Tests individual only	Evaluation may be based on group task

Peace Corps language training programs usually use these three kinds of evaluation, which are discussed in the sections that follow:

1. Daily assessment;
2. Assessment of competency achievement; and
3. The ACTFL Oral Proficiency Interview.

DAILY ASSESSMENT

Daily assessment is a way of keeping close track of how well Trainees are acquiring the language skills that constitute a competency. It can be done as language skills of a competency are introduced or during the following class session. These short assessments often last no more than five or ten minutes and need not be in the "evaluation" section of the lesson plan.

An assessment can take many forms, for instance: a short written quiz checking on reading comprehension of certain phrases, a brief oral question-and-answer session to see if Trainees can ask and answer certain questions, or a "total physical response" type of activity that would indicate listening comprehension.

How can Trainees and you keep track of these results? One possible way is to record progress on an individual competency checklist that lists the language skills on your competency outline, such as the one that follows. To use the checklist as a daily assessment tool, you can simply note the date the language skill was presented and the Trainee demonstrated mastery. By including two date columns, you give the Trainee a second chance to demonstrate mastery when you return to the language skill a second time. A plus (+) demonstrates mastery and a minus (-) demonstrates lack of mastery.

In this way, you and the Trainees can both keep track of their strong and weak points in performing the language skills of each competency, and the Trainees can do further work in certain areas on their own.

Following is an example of an individual competency checklist, adapted from a competency outline and filled in for an imaginary Trainee.

INDIVIDUAL COMPETENCY CHECKLIST

Trainee Name: MELINDA MERIKA
Topic: Health
Competency: Visiting a Health Center for a Personal Illness

	Language Skills	Date	Date
Listening	Follow procedure for signing in and waiting	3/19 -	3/20 +
	Go to indicated examining room	3/19 +	
	Follow instructions for physical exam	3/19 -	3/20 -
	Respond to questions about symptoms and medical history	3/19 -	3/20 +
	Follow diagnosis and treatment	3/20 -	
	Respond to statement of expenses at end of visit	3/19 +	
Speaking	Make an appointment	3/19 +	
	Greet receptionist and state purpose of visit	3/15 +	
	State necessary previous medical history	3/19 -	3/20 -
	State allergies	3/19 -	3/21 +
	Describe physical symptoms	3/15 +	
	Clarify information on diagnosis and treatment	3/19 +	
Reading	Clinic hours	3/2 +	
	Labels on medication	3/19 +	
	Bill	3/19 +	
Writing	Fill out medical history form	3/15 -	3/19 +
	Make payment (check or money order)	3/19 +	

Let's look at what this chart tells us about the training process. First, we see that the lesson plan that introduced most parts of the competency took place on 3/19 (March 19). A review of some parts of the competency took place the following day, 3/20, with some additional review on 3/21. Also, we can see that some of the skills involved in the competency were covered in previous lessons with similar language skills. By looking at the dates and the plus and minus signs, we can see that:

1. Some language skills were mastered by the Trainee from previous exposure.

2. Some language skills were mastered by the Trainee after they were introduced in the lesson plan.

3. Some language skills were mastered by the Trainee after they were included in the lesson plan and reviewed later.

4. Some language skills were not mastered by the Trainee--

    a. after one introduction with no further review or
    b. after one introduction and one review.

Can you determine the language skills that fit into each of these categories? This is very useful information for the Trainee and for you for two reasons.

First, when you look over all the Trainees' daily assessments for a given language skill, you can quickly see how many of them mastered it after your initial presentation of it.

You may notice that very few of them mastered certain skills on the first exposure. That tells you several things: You may not have presented the activity effectively and may need to think of a new technique to present it; you may have underestimated the time needed to practice the skill; or you may need a more participatory activity that gives Trainees more opportunity to use the language. Based on that information, you may alter the following day's lesson plan to include more substantive review; you also have a better sense of the time you will need to teach the competency during the next training cycle.

The checklist can work the opposite way, too. For example, you may discover that all the Trainees mastered a language skill, or an entire competency, sooner than you expected. Based on that information, you may cut back on the review or practice you had planned for the following day, and add something new.

Second, as you look over a number of daily assessments for a single Trainee, you may note that he consistently receives a minus sign for, say, speaking skills. That can give you, and the Trainee, valuable information about his preferred learning mode, and help you design activities to strengthen the Trainee's skills in the weaker area.

Daily assessment can take place in any part of the lesson plan. Often, you can take note of a learner's mastery of a skill as the activity that practices it or applies it is in progress. The small groups in Peace Corps language training make it easy to keep track of each Trainee's mastery of individual skills of a competency, especially when the list of skills closely corresponds to your lesson plan.

ASSESSMENT OF COMPETENCY ACHIEVEMENT

To assess the Trainees' larger progress toward the goal of communicative competence, you need to assess not only their progress on individual language skills but how they perform entire competencies. Therefore, you have to set up a situation that allows them to perform an entire competency, including its cultural features.

The best way to do this is to simulate a situation that requires using the competency, such as role playing. You may need to have Trainees switch roles so that each gets the opportunity to play the "Trainee," rather than a merchant, counter clerk, etc.

Assessment is even more effective if you can watch Trainees perform the competency on site, rather than simulating it. That is because (1) they are only asked to play themselves, rather than assist in playing other roles while another Trainee is being tested, and (2) the assessment has no resemblance to a traditional test situation and tends not to create additional anxiety.

This doesn't mean you can't use any pencil-and-paper tests to check competencies, but such assessment should be very limited. If a competency requires certain reading skills, performing those skills should be part of your evaluation procedure; if writing skills are part of the competency, you need to verify those writing skills in your evaluation. But when you want to check on oral skills (the focus of a Peace Corps language training program), you should use oral means to do so.

To record information as to whether Trainees have mastered entire competencies, you will need a summary sheet showing Trainee progress in the total curriculum. In a competency-based curriculum, this sheet is simply a list of all the competencies, in order of their initial presentation, and the date or dates on which the Trainee successfully performed each one.

Such a competency checklist can discriminate levels of proficiency, for example, by using the three numbers shown in the following example, but no pressure should be put on Trainees to get a "Good" instead of a "Satisfactory." This rating feature is included merely to give recognition to exceptional proficiency. The competency checklist for your training program might look something like this (but with more competencies):

COMPETENCY CHECKLIST

NAME ____________________
CLASS LEVEL ____________________

Key: 0 = not mastered
1 = satisfactory/communicative
2 = good

Competencies	Date	Date
1. Able to communicate vital personal data		
2. Able to change currency		
3. Able to make introductions		
4. Able to take public transportation		
5. Able to give own address and describe location of home		
6. Able to look for a suitable place to live		
7. Able to make an appointment with a landlord		

Like the individual competency checklist, this evaluation sheet should be available for the Trainee to look at.

There is one more form you can use to keep track of overall class proficiency. In a grammar-based curriculum, the teacher has a grade book with scores for each test listed next to each learner's name. In a competency-based curriculum, the most efficient way to keep track of competency achievement is to make a list of the competencies, in order of presentation, and put a check beside each Trainee's name when he has mastered them. Your record sheet might look something like this:

CLASS COMPETENCY ACHIEVEMENT CHECKLIST

COMPETENCIES

	1.	2.	3.	4.	5.
Trainee Name	Communicate vital personal data	Change currency	Make introductions	Take public transportation	Describe location of home
1.					
2.					
3.					
4.					
5.					
6.					

In the spaces next to the Trainees' names, you can put the date on which the Trainee successfully demonstrated the competency. Inability to demonstrate the competency results in a blank space. While detailed information about the date(s) the Trainee performed the parts of the competency is on the individual competency checklist, the above ledger summarizes the whole group's progress in the entire training cycle.

With this information, you can see at a glance which competencies, or which learners, require more attention. You can also determine easily whether most of the learners are able to handle most of the competencies.

You may discover that some learners have mastered individual language skills but have trouble putting them all together to perform an entire competency in "real time." You may also find that some learners can perform an entire competency successfully, even though they never mastered certain parts of it in isolation.

Note that in a grammar-based curriculum, if the learner could perform the individual language skills in isolation, the teacher would assume that the learner had mastered the competency. In a competency-based curriculum, however, the goal is communicative competence, or the ability to successfully perform the competency, even if some of the language skills involved in performing it are imperfect.

ORAL INTERVIEW

Finally, an oral interview is used as the means for evaluating Trainee oral skills at the end of the Peace Corps language training program. It is designed to be an indicator of overall communicative competence.

The Peace Corps recently adopted a standard oral interview that reflects the values and procedures of a competency-based curriculum as well as principles consistent with the natural approach. The ACTFL (American Council on the Teaching of Foreign Languages) oral exam, which we describe here in some detail, is an exam that tests communicative competence, not merely grammar or vocabulary--in other words, what the learner can do with the language.

Following is a list of the major features of the ACTFL exam:

1. The direction of the discussion between Trainer ("tester") and learner varies according to the perceived strengths and weaknesses of the learner. No two interviews will contain exactly the same questions or subject matter. This allows for much individual variation. Also, the exam resembles a natural conversation as much as possible, rather than a classic test situation.

2. Placement of the learner's speaking skills at a given level should depend not on the luck of a smooth or awkward performance but on proven ability to sustain a certain level of language use. Thus, the sample of language skills considered during the exam is lengthy (10 to 30 minutes) and carefully rated after the interview.

3. The test is a proficiency exam, not an achievement exam. That is, the tester is not interested in where or how learners acquired the language functions but simply in how well they are used. This reinforces the competency-based notion that communicative competence, not correctness, is the goal of language study.

Now let's look at the specific procedures of the ACTFL exam. Although the following description does not provide enough information to enable you to give the ACTFL exam, it will familiarize you with its terms and concepts.

ACTFL Interview Procedures

The ACTFL exam requires a tape recorder and a trained tester. The tester takes the Trainee through four phases of conversation:

1. **Warm-up.** This consists of greetings and introductions, helps put the interviewee at ease, and gives the tester a rough idea of what level of conversation is appropriate and which topics are feasible.

2. **Level Checks.** These are open-ended questions or comments by the tester that allow the speaker to demonstrate strength and help the tester set a "floor" for the rating scale. Questions about family and other topics that are rich in potential responses give the tester an opportunity to check the interviewee's capability to handle several topics and functions.

3. **Probes.** These are more challenging questions or topics designed to find the limits of the speaker's ability and establish a "ceiling" for rating the speaker. There should be several probes to give the tester plenty of evidence of what the interviewee can and cannot do. The probes should demonstrate the interviewee's ability not only to perform at a certain level but to stay at that level consistently across a variety of topics and language functions.

4. **Wind-down.** This is designed to end the interview on a positive note and reduce any feelings of stress that may have resulted from the previous parts. It should be short and pleasant.

The tester receives specific instructions on how to elicit the speech sample, so that what seems to be a rather spontaneous exchange is actually carefully planned and directed. One technique used at the intermediate level and strongly recommended at the advanced level is the use of role playing.

Role playing allows the tester to check use of functions that would not be naturally elicited in an ordinary conversation. The decision to use role playing is made on the basis of the tester's tentative evaluation of the interviewee's level. For example, a speaker who seems to perform at the intermediate level would be given a situation involving such functions as asking questions or performing a social transaction. The role-playing situations are written up on cards of different colors, so the tester can pick one out and need not think it up on the spot. If the tester believes the speaker is hovering between two proficiency levels, it is better to give the situation for the higher level to obtain additional evidence for the rating.

Role playing can also be used in level checks or probes. If, for example, an interviewee were unable to take part in a role-playing situation because it was too difficult, the situation would serve as a probe. On the other hand, if the speaker showed effortless mastery of a situation, it would serve instead as a level check and be rejected as too easy.

ACTFL Levels of Proficiency

The ACTFL exam tests overall communicative competence, or what its authors call "functional proficiency," in the language. It contains four major levels of proficiency, with subdivisions within each level. The levels are summarized in the chart that follows. Each level is assumed to contain all the skills of the previous level as well as the new skills of that level. The four levels are as follows:

Novice Level: minimal communication from memorized words, short phrases.

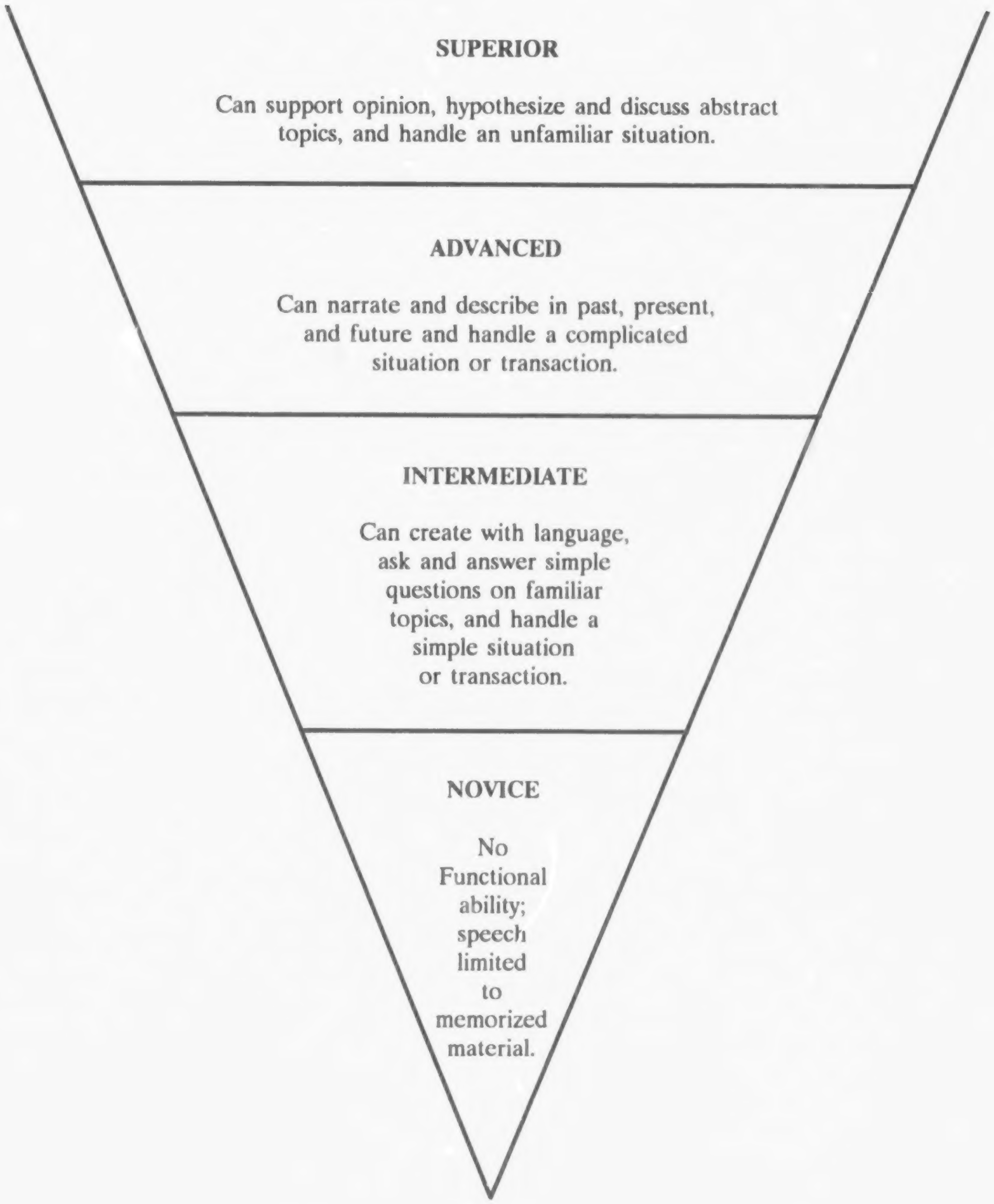
Intermediate Level: learner can handle a larger number of topics, engage in communicative exchange through sentences, and follow a conversational direction set by partner.

Advanced Level: learner can describe and narrate events in several time frames, sustain paragraph-length discourse, and to some extent direct and lead conversation.

Superior Level: learner can discuss at length, using discourse-level strategies, and give supporting opinions and hypotheses on a wide range of topics with consistently high level of accuracy.

The difference between the "high" end of a level and the "low" end of the next level is whether or not the higher level of proficiency can be sustained.

INVERTED PYRAMID SHOWING ACTFL RATING SCALE



SUPERIOR

Can support opinion, hypothesize and discuss abstract topics, and handle an unfamiliar situation.

ADVANCED

Can narrate and describe in past, present, and future and handle a complicated situation or transaction.

INTERMEDIATE

Can create with language, ask and answer simple questions on familiar topics, and handle a simple situation or transaction.

NOVICE

No Functional ability; speech limited to memorized material.

You may have used a 0-5 rating scale in previous oral interviews. The following chart shows how the major levels and subdivisions of the ACTFL oral interview correspond to the proficiency levels of the FSI and ILR oral exams, with which you may be familiar.

COMPARISON OF ACTFL SCALE AND FSI/ILR RATING SCALE

ACTFL Scale	FSI/ILR Scale
SUPERIOR	5 Native or bilingual proficiency
	4+
	4 Distinguished proficiency
	3+
	3 Professional proficiency
ADVANCED HIGH	2+
ADVANCED	2 Limited working proficiency
INTERMEDIATE HIGH	1+
INTERMEDIATE MID	1 Elementary proficiency
INTERMEDIATE LOW	
NOVICE HIGH	0+
NOVICE MID	0 No practical proficiency
NOVICE LOW	

You will notice that the ACTFL exam's "superior" rating corresponds to three separate divisions of the FSI exam scale. In contrast, there are six subdivisions in the ACTFL scale at the lower levels of proficiency, whereas there are only four in the FSI scale, allowing for more precise evaluation of speakers at the beginning level in ACTFL.

Scoring of ACTFL Oral Interview

A successful interview depends on taking a valid sample and on scoring it correctly. The scoring process of the ACTFL oral interview depends on careful auditing of the recorded material by the tester. The scoring is not done during the exam itself, but afterward, by reviewing the tape.

Scoring the exam requires much less calculation, and a different kind of listening, than what you may be used to. Testers take a thorough training course to be certified to do the testing. To be certified, they should be consistently able to classify speakers at the same level of proficiency as that designated by certified testers or tester trainers. As with the competency-based curriculum in general, this kind of evaluation requires greater attention to the strategies used by speakers to make themselves understood and less attention to form for its own sake.

The tester first places the speaker in one of the four major levels and then checks for the presence or absence of certain features in order to make a finer placement. The interviewee is never compared with other speakers, nor is he necessarily asked to discuss a topic that was covered in a competency. The goal is to see how the speaker orally copes with a variety of unplanned situations that might occur in real life.

Following are the criteria used to evaluate an individual speech sample in the ACTFL exam. As you can see, they are quite precise and meticulous in their descriptions of oral proficiency. The levels emphasize functions and strategies used in different contexts, after which testers look at the degree of accuracy with which the message was conveyed. When accuracy is evaluated, grammar, pronunciation, and other more traditional items are taken into account, but not as isolated features. Rather, they are balanced within the context of the total message.

ACTFL EXAM SPEAKING PROFICIENCY GUIDELINES

Novice	The Novice level is characterized by the ability to communicate minimally with learned material.
Novice-Low	Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.
Novice-Mid	Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quantity is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.
Novice-High	Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.
Intermediate	The Intermediate level is characterized by the speaker's ability to: - create with the language by combining and recombining learned elements, though primarily in a reactive mode; - initiate, minimally sustain, and close in a simple way basic communicative tasks; and - ask and answer questions.
Intermediate-Low	Able to handle successfully a limited number of interactive, task-oriented, and social situations. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the

	Intermediate-Low speaker can generally be understood by sympathetic interlocutors.
Intermediate-Mid	Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation my continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.
Intermediate-High	Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.
Advanced	The Advanced level is characterized by the speaker's ability to: - converse in a clearly participatory fashion; - initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events; - satisfy the requirements of school and work situations; and - narrate and describe with paragraph-length connected discourse.
Advanced	Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some

	groping for words may still be evident. The Advanced-level speaker can be understood without difficulty by native interlocutors.
Advanced-Plus	Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to particular interests and special fields of competence. There is emerging evidence of ability to support opinions, explain in detail, and hypothesize. The Advanced-Plus speaker often shows a well developed ability to compensate for an imperfect grasp of some forms with confident use of communicative strategies, such as paraphrasing and circumlocution. Differentiated vocabulary and intonation are effectively used to communicate fine shades of meaning. The Advanced-Plus speaker often shows remarkable fluency and ease of speech but under the demands of Superior-level, complex tasks, language may break down or prove inadequate.
Superior	The Superior level is characterized by the speaker's ability to: - participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics; and - support opinions and hypothesize using native-like discourse strategies.
Superior	Able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Can discuss special fields of competence and interest with ease. Can support opinions and hypothesize, but may not be able to tailor language to audience or discuss in depth highly abstract or unfamiliar topics. Usually the Superior-level speaker is only partially familiar with regional or other dialectical variants. The Superior-level speaker commands a wide variety of interactive strategies and shows good awareness of discourse strategies. The latter involves the ability to distinguish main ideas from supporting information through syntactic, lexical and suprasegmental features (pitch, stress, intonation). Sporadic errors may occur, particularly in low-frequency structures and some complex high-frequency structures more common to formal writing, but no patterns of error are evident. Errors do not disturb the native speaker or interfere with communication.

Inverted Pyramid Showing ACTFL Rating Scale, p. 285, Comparison of ACTFL Scale and FSI/ILR Rating Scale, p. 286, and ACTFL Exam Speaking Proficiency Guidelines, p. 288 are "reprinted by permission from ACTFL." Complete OPI Manual can be purchased from ACTFL at 6 Executive Boulevard, Upper Level, Yonkers, NY 10701.

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TAXONOMY OF TEACHING/LEARNING TECHNIQUES

This list can give you some ideas about the many ways classroom learning can be organized to create variety and encourage learner involvement. But we do not expect you to use all of these! We merely attempt to give you as many alternatives as possible as you write your lesson plans.

Some of these techniques are freer than others, but all of them can be used in a competency-based curriculum. Simply match the language skill you are preparing to teach with an activity from one of these categories, according to your sense of the most effective, natural way to introduce that skill. When a technique involves several modes, we list it under the one that predominates in the technique.

MODE

Listening (Aural)

1. Listen and mark/draw

   a. Instructor says a number or word; learners circle that number or word on a multiple-choice answer sheet.

   b. Learners mark pictures or circle multiple-choice word answers in response to instructor's utterances which contain that word.

   c. Learners mark pictures or circle multiple-choice or true/false answers in response to spoken questions.

   d. Learners draw pictures following spoken directions.

2. Dictation (listen and write)

   a. Instructor dictates words or sentences and learners copy them.

   b. Instructor asks questions and learners write answers.

   c. Learners write words dictated by instructor, spelling them correctly.

   d. Learners write answers to oral questions about a picture.

3. Cloze dictation

    a. Learners fill in the blanks of a partially completed written text by listening to the text read orally.

4. Oral story

    a. Learners indicate silently on a multiple-choice answer sheet (pictures or words) which of several items were included in an orally performed story.

    b. Learners answer oral questions about an orally performed story.

    c. Learners answer written questions about an orally performed story.

    d. Learners give an oral paraphrase of an orally performed story.

    e. Learners write a paraphrase of an orally performed story.

5. Total physical response

    a. Learners silently observe and listen to actions performed and spoken by the instructor.

    b. Learners silently perform actions following commands made by instructor.

    c. Learners silently perform actions following commands by other learners.

6. Identifying words and stress patterns

    a. Learners count the number of words in a phrase or sentence spoken by the instructor.

    b. Learners mark the major stresses in a written sentence as instructor reads it.

    c. Learners mark strong stresses of long single words.

    d. Learners clap to reproduce the stress patterns of words or sentences spoken by the instructor.

    e. Learners pronounce words or phrases following a pattern of clapped stresses by instructor.

7. Recognizing vowel reduction (when applicable to language system under study)

   a. Learners mark locations of reduced vowels as instructor reads sentence.

   b. Learners mark locations of reduced vowels in single words.

8. Structure/grammar comprehension

   a. Learners indicate recognition of difference in grammatical patterns (singular/plural, adjective/noun, nominative/genitive case, etc.).

   b. Learners indicate which aspect of a grammatical pattern (singular or plural, adjective or noun) is contained in the word, phrase, or sentence instructor says.

Speaking

1. Repetition

   a. Learners repeat words, phrases, or sentences spoken by instructor--

      1. chorally
      2. in small groups
      3. individually.

   b. Learners repeat words, phrases, or sentences recorded on a tape--

      1. chorally
      2. in small groups
      3. individually.

2. Transformation

   a. Learners transform phrases or sentences spoken by instructor according to the model (change tense, person, individual words, etc.)--

      1. chorally
      2. in small groups
      3. individually.

b. Learners transform phrases or sentences recorded on a tape according to a model--

   1. chorally
   2. in small groups
   3. individually.

3. Reading aloud/reading and looking up

   a. Learners read aloud from a written text modeled by instructor.

   b. Learners read aloud from a written text.

   c. Learners read a written phrase or sentence silently, then look up and say the phrase or sentence to the instructor or another learner.

4. Scrambled sentences

   a. Learners put a sentence whose words were scrambled into correct word order and say it.

5. Dialogues

   a. Learners read aloud two sides of a dialogue--

      1. with class split in half
      2. in pairs with class split in pairs
      3. in pairs in front of the class
      4. with instructor and one learner
      5. with instructor and whole class.

   b. Learners perform an original dialogue.

   c. Learners reenact a written dialogue in their own words.

   d. Learners say the missing half of a dialogue whose other half is--

      1. written
      2. spoken.

6. Question/answer

   a. Learners orally answer oral questions posed--

      1. by the instructor
      2. by another learner, in full class
      3. by another learner, in pairs.

   b. Learners orally answer questions--

      1. in an exercise book
      2. in a handout written by instructor
      3. written by other learners.

7. Interviews

   a. Learners ask and answer questions about themselves--

      1. with another learner
      2. with instructor
      3. with a guest.

   b. Learners ask questions and record answers in note form, then write up and present orally a summary of the interview.

   c. Learners ask questions and record answers in note form, then orally summarize the interview without writing it up.

8. Reports/lectures/presentations

   a. Learners present an unscripted talk on a topic to the class.

   b. Learners read to the class a prepared text they have written.

   c. Learners present an oral paraphrase of another person's report to class.

9. Problem solving/games

   a. Learners are presented with a problem and asked to solve it in--

      1. pairs
      2. small groups

        3. individually
        4. as a full class.

    b. Learners play a game involving use of language.

10. Values clarification

    a. Learners are presented with a situation requiring them to take a stand or express an opinion. They discuss process of judgment--

        1. as a full class
        2. in small groups.

11. Contact assignments

    a. Learners are given out-of-class assignments requiring interaction with native speakers and report results back to class.

Kinesthetic

1. Ordering or Grouping Pictures

    a. Learners arrange set of chronological pictures in correct order.

    b. Learners arrange a set of pictures in order of preference, size, speed of activity, etc.

    c. Learners group pictures into known/unknown vocabulary, animal/ mineral/vegetable, natural/man-made, etc.

2. Lineups

    a. Learners place themselves in a row according to some rating system:

        1. month/day of month born

        2. height

        3. number of sisters and brothers, etc.

b. Learners place themselves into group according to--

    1. astrological sign
    2. decade born
    3. signs on the wall indicating favorite foods, topics of discussion, leisure activities, etc.

3. "Simon Says"

    a. Learners command each other in game "Simon Says."

4. Total-physical-response activities

5. Mime activities

    a. One pair of learners pantomimes a situation while a second pair verbally enacts the dialogue the first pair pantomimed.

    b. The Verb Game: One learner mimes a verb while the others guess what it is.

6. Games with game pieces.

Reading

1. Learners read unedited passages from--

    a. textbooks
    b. readers
    c. newspapers and magazines.

2. Learners read from instructor-prepared work sheets.

3. Learners read handwritten letters or messages from--
    a. the instructor (dialogue journals)
    b. another learner
    c. a pen friend.
6. Learners read the content of forms from--
    a. the bank
    b. customs
    c. the police
    d. the library, etc.
7. Learners read tables and charts.
8. Learners read captions below pictures, cartoons, comics, etc.
9. Learners place strips of a story in the correct chronological or other reasonable order, and then read them.

Writing

1. Learners write a descriptive composition from one phrase to six sentences about--
    a. a photograph
    b. a picture from a magazine
    c. a postcard
    d. a picture in the textbook
    e. a poster on the wall, in the museum, etc.
2. Learners in groups of four combine and order their short writings on a picture, etc., into a unique "poem."

3. Learners write a summary of--
    a. a guest lecturer
    b. a movie, concert, or other cultural event
    c. an oral interview with another learner.
4. Learners write a description of--
    a. a place
    b. a procedure
    c. a person.
5. Learners write the missing words or phrases--
    a. from a cloze dialogue
    b. from a cloze paragraph
    c. from a song played on a tape recorder.
6. Learners write a story from the past.
7. Learners express written wishes for the future.
8. Learners express opinions on a subject after--
    a. class discussion of the subject
    b. readings discussing a subject.
9. Learners write a procedure--
    a. of an activity they have seen performed
    b. of an activity that is orally described to them
    c. of an activity that is explained in a reading.
10. Learners write captions below pictures or a cartoon in a story.

MATERIALS

Many successful language classes have been given without having even one of the following items. However, many instructors may not be aware of all the resources they have at their fingertips. Here is a list of possible materials, to get you thinking about what you might draw upon.

Realia (items from real life)

1. Food or drink
2. Forms from business or government
3. Articles of clothing
4. Tools
5. Consumer goods
6. Toys
7. Games
8. Charts
9. Catalogs
10. Signs inside and outside buildings
11. Directions on packages
12. Documents (identification, passports, etc.)

Visual and Audiovisual Aids

1. Photographs
2. Pictures
3. Transparencies
4. Audiocassettes and videocassettes
5. Filmstrips
6. Films
7. Slides
8. Overhead transparencies
9. Colored chalks
10. Maps and charts
11. Catalogs
12. Signs
13. Directions
14. Puppets, dolls, marionettes
15. Felt boards

CLASS ORGANIZATION

1. Independent study
2. Individual peer tutoring
3. Pair work
4. Interactive pair work
5. Pair work witnessed by full class
6. Small-group work
7. Full class
    a. Circle seating (group centered)
    b. Seating in rows (instructor centered)

LISTS AND CHARTS INCLUDED IN THIS MANUAL

As a further means of assisting Trainers and Training Coordinators, we include the following list of all the lists and charts included in this manual, by page numbers, to help you get immediate access to information you need. Of course, reading the text of the entire manual will make this list clearer and more useful; it cannot substitute for the text.

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GLOSSARY

achievement test	An instrument or system for measuring how well a learner can perform the individual training objectives (competencies) taught in a certain number of lessons. This kind of test is less important in a competency-based curriculum than in a traditional, grammar-based one.
acquisition	A term from the "natural approach" used to describe how children learn their native language and how this process can be applied to second-language learning. (See learning.)
anxiety	A feeling of uneasiness. High anxiety levels will prevent language acquisition.
approach	A schema for organizing a program of learning. An approach includes the expected stages of development in learners and may include a variety of compatible methods and procedures.
audio-lingual method (ALM)	A language teaching methodology based on structural linguistics and behavioral psychology.
auditory mode	The language skills of listening or speaking.
classroom management	Procedures for carrying out training that do not appear on every lesson plan: (1) a practice followed at all times, such as moving chairs in a circle for discussion. (2) a set of predetermined responses to events that occur unpredictably, such as correcting errors.
cloze exercise	A written text with words or phrases deleted; the learner must supply the missing word(s) to fit the context. A practice or assessment exercise that goes beyond knowledge of isolated vocabulary.

	Some cloze exercises are referred to as "fill in the blank" exercises.
cognitive approach	Possible ways to use the mind when learning a language. A learner usually has a preference for one rather than the other in the three pairs of opposite approaches described in this manual: inductive or deductive, field dependent or independent, right-brain or left-brain dominant.
communicative competence	The ability to communicate in a language in linguistically and culturally appropriate ways, like a native speaker; the goal of language training programs using the national approach. Similar to "functional proficiency" as described in ACTFL oral interview.
community language learning	A language teaching methodology developed by Charles Curran. It focuses on the personality factors of learners as a group and the development of learners' personality from dependence on the Trainer to full "adultlike" independence.
competence	A person's potential; what a person can do or say in a second language.
competency	A performance-based process leading to the mastery of life skills needed to survive in a given society. In language training, we are concerned with competencies involving language.
competency-based curriculum	The full set of language-learning materials based on processes needed to live and work in a community (in this case, a second-language community). A competency-based curriculum is organized according to performable objectives.
competency checklist	A list of competencies in the training program with spaces to check successful performance of each competency for each Trainee.

competency outline	A form showing the breakdown of each competency into its language skills (reading, writing, listening, and speaking), grammar and vocabulary, cultural notes, and materials and activities. A way of seeing the contents of a competency at a glance.
comprehensible input	Spoken or written language that is clear, relevant, and appropriate to the level of the second-language acquirer or learner; when learners understand new material, the material was comprehensible input. (See optimal input.)
comprehensible output	Language that a second-language learner produces in meaningful contexts. Comprehensible output encourages interaction with native speakers and helps the learner to analyze the second language (i.e., the native speaker understands what the learner is trying to say).
comprehension activities	Language-learning activities that call for the learner to understand meanings. Comprehension activities should precede production activities.
comprehension-based approach	Language-learning method relying on dominance of listening comprehension and delayed oral production. It developed parallel to the natural approach and is used mostly in foreign language teaching in the United States.
curriculum outline	A list of all the competencies to be taught in a training cycle, in order of presentation.
deductive learning	A style of learning that begins with a generalization and proceeds to specific examples. Also applies to a teaching style.
developmental error	An error committed in a second language that is similar to errors committed by children in the natural process of learning their first language. These errors need no correction.

direct method	A language teaching methodology developed in Europe in the 19th century. Only the target language is used in the classroom. Lesson/course content is varied--could be but is usually not competency-based.
discovery	Inductive language learning; learners are given enough language samples to figure out the regularity.
display questions	Questions to which the teacher already knows the answer, for example, "Am I a teacher?" They can be useful in comprehension activities but do not foster communicative competence.
drill	A repetitive exercise, directed by the instructor, designed to impress a grammatical or semantic pattern on a learner.
eclecticism	The selection and use of varied methods and activities that suit the content of the lesson objectives and the preferences of the learners.
error	A second-language learner's deviation from the target-language norm. Second-language errors ar both natural and systematic. (See global error.)
field dependence	A learning style characterized by learning perception of the whole before the parts and preferring interaction with the Trainer and other students. The degree of field dependence varies from person to person and from situation to situation.
field independence	A learning style characterized by ability to reorganize isolated parts of a whole and by a preference to work alone. The degree of field independence varies from person to person and from situation to situation.
filter	A component of the monitor model that acts as an inhibitor in language learning. When the filter is high, the learner becomes self-conscious or

	anxious and no longer absorbs the new language. A major goal of the natural approach is to lower the filter. Synonymous with affective filter.
function	A use of (or purpose for using) language, such as asking for information or arguing. Competencies can be classified by function, and functions can be graded in difficulty.
global error	An error in overall sentence organization. Global errors affect comprehensibility of output more than local errors do.
goal-oriented needs	What learners must be able to do with the second language they are acquiring. Ordering a meal in a restaurant is an example of a goal-oriented need. (Also see competency.)
grammar translation	A language teaching approach characterized by a focus on grammar and on accurate translation of literature. Spoken language is not considered important.
hypothesis formation	The process of making guesses about the meaning or content of a sample of language, oral or written. A sign of learner activity in language learning.
inductive learning	A learning style that focuses on parts, details, and examples first, and generalizations later. Also applies to a teaching style.
instrumental motivation	Motivation to learn based on desire to obtain a specific, practical goal.
integrative motivation	Motivation to learn based on a desire to be part of the target-language culture.
kinesthetic mode	Learning by use of movement, such as total-physical-response activities, scrambled sentences, or "lineups." (See Taxonomy.)

language skill	Listening, speaking, reading, or writing. A competency is broken down into language skills to discover its contents and then teach them.
learning	Term used in the natural approach to contrast with acquisition, designating more conscious, less spontaneous study of language. The natural approach downplays learning activities in favor of acquisition activities.
learning strategy	A specific way of handling a learning task or problem. One person may use a variety of strategies.
learning style	A person's preference for a certain learning strategy or set of learning strategies. Learning styles vary from person to person.
left-brain dominance	A learning style controlled by the left hemisphere of the brain. Left-brain-dominant persons are thought to be more analytic, logical, and objective.
less controlled exercises	Activities in which learners take the initiative, organizing language units in their own way or creating their own language units or both. These dominate in learner-centered classrooms and methods.
lesson plan	A written plan of the entire contents of one day of class, the time needed to teach each part, and materials required.
lesson plan outline	In this manual, a rough outline, with time divisions, of a future lesson plan, before competencies are inserted.
life skills	Activities that a person must perform, using language and other means, to survive and function in society. Synonymous with "competency" as used in this manual.

linguistic competence	The ability to manipulate grammatical forms correctly. Linguistic competence is a part of communicative competence.
local error	An error in an individual part of a sentence. An incorrect verb ending is an example of a local error. (Also see global error.)
mode	The sensory realm used by a person in a learning situation. (See visual mode, auditory mode, and kinesthetic mode.)
monitor	A component of the monitor model. The monitor consciously edits a learner's production in the second language.
monitor model	A model of the second-language acquisition process. The monitor model consists of three internal systems: the affective filter, the organizer, and the monitor; and two external elements, input and output.
natural approach	A structure and philosophy for language training programs developed by Tracy Terrell and Stephen Krashen that stresses acquisition of the second language in a way similar to first-language acquisition. The Trainer uses only the target language and works to create an anxiety-free environment for the learners. Comprehensible input is a key component of this methodology.
needs assessment	A process by which a Trainer identifies the language skills needed by the learners and then orders those skills to form the basis for a competency-based curriculum. A needs assessment is a critical first step in the development of a language training program.
operation	A procedure for doing a task, a natural sequence of actions.

optimal input	Language input received by a second-language learner that is comprehensible, interesting, relevant, and not grammatically sequenced.
organizer	A component of the monitor model. The organizer is the subconscious processing device that analyzes and organizes the meanings and forms of incoming language, and generates the basis for output.
performance	What a person can actually do in the second language. Competence is idealized knowledge; performance is putting knowledge to use. Performance is often at a lower level than competence.
productive skills	Speaking, writing, or physically performing a task from a language source; these all demonstrate comprehension of language by the learner.
proficiency test	A means of evaluating how well a learner can perform a competency. A competency-based checklist records proficiency. The ACTFL exam is an oral proficiency test. A proficiency test does not concern itself with how or when the material has been taught.
realia	Real-life objects used in second-language teaching. Menus, tools, toys, train schedules, food, and application forms are some examples of realia. (See taxonomy.)
receptive skills	Listening and reading, since they do not result in any audible or visible production of language by the learner.
right-brain dominance	A learning style controlled by the right hemisphere of the brain. Right-brain-dominant persons are thought to be more subjective and intuitive.
risk taking	A behavior characterized by a person's willingness to take chances. Moderate risk takers appear to

	be more successful second-language learners than either high or low risk takers.
role playing	Having learners play themselves or others in dramatic situations in order to use language not found in classroom situations.
sequence	The order of competencies and language skills in a curriculum. The sequence of lessons in a competency-based curriculum is the order in which Trainees are likely to need the material once it has been graded for grammatical difficulty.
silent period	A period of time during which language learners develop receptive or comprehension skills prior to productive skills. Recommended by several teaching methods, when time permits. Synonymous with "delayed oral production" in this manual.
Silent Way	A language teaching methodology developed by the late Caleb Gattegno. It is characterized by a minimal use of language on the part of the Trainer, in the belief that learners can best internalize the target language when they are challenged and aided to generate it themselves.
spiral	To return to parts or all of a competency presented earlier in a training program, using more complex language the second or third time.
structure	In this manual, used synonymously with "grammar" or "grammatical structure."
Suggestopedia	A language teaching methodology developed in Bulgaria by Georgi Lozanov. Suggestopedia uses relaxation techniques to stimulate greater right-brain involvement in the language acquisition process.
target language	The language being learned, a second or foreign language.

taxonomy	Comprehensive list, in this manual, of teaching/learning organizational styles.
threshold level	The point in language learning when a learner can perform all the basic language skills necessary to live and work independently in a new culture.
tolerance for ambiguity	A learning style characterized by an acceptance of situations that are not clearly defined. Tolerance for ambiguity may aid second-language acquisition.
topic	An area of general importance to human life: housing, food, shopping, government services, etc. Competencies are classed by topic.
total physical response (TPR)	A language teaching methodology developed by James Asher. TPR incorporates a silent period and physical activity into the acquisition process.
training objectives	In a competency-based curriculum, these are composed of Trainees' abilities to perform the competencies.
visual mode	The language skills of reading or writing.
vocabulary in context	Techniques to teach vocabulary without lengthy word lists and dictionary use. Vocabulary can be taught using gestures, realia, paraphrase, redundancy, and other means.

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